R E P O R T R E S U M E S

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FACILITIES AND EQUIPMENT FOR DISTRIBUTIVE EDUCATION PROGRAMS.

BY- TRIMPE, ADRIAN AND OTHERS
WESTERN MICHIGAN UNIV.,KALAMAZOO

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THIS BOOKLET EXPLAINS BY PICTORIAL REPRESENTATION HOW MUCH SPACE, EQUIPMENT AND SUPPLIES ARE NEEDED TO CONDUCT ACTIVITIES OF A GOOD DISTRIBUTIVE EDUCATION PROGRAM. THE MAJOR CLASSROOM, DISPLAY, ADVERTISING, MERCHANDISING, TEACHING, RETAIL OPERATION, COUNSELING AND PROGRAM ADMINISTRATION ACTIVITIES AND EQUIPMENT ARE LISTED. A COMPREHENSIVE OVERVIEW IS GIVEN OF THE FULL FIELD OF DISTRIBUTIVE EDUCATION NEEDS IN A NORTHERN, URBAN-ORIENTED STATE. SUGGESTED FACILITIES ARE DIAGRAMED IN RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM, STUDENT NEEDS, AND COMMUNITY RELATIONS ASPECTS. (HH)

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facilities and equipment for DISTRIBUTIVE EDUCATION PROGRAMS

EF001871

FACILITIES AND EQUIPMENT

for

DISTRIBUTIVE EDUCATION PROGRAMS

by

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1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The writers would like to express their appreciation to these people who were so very generous with their time and talents in making this booklet a reality.

Very special recognition must be given to two members of the staff from Louis C. Kingscott and Associates, Inc., Architects and Engineers, Kalamazoo, Michigan. They are Carl Ollila, Educational Coordinator, for the general theme of the booklet and Kenneth Earle, Architectural Delineator, for the drawings and booklet format. Credit for the display section is given to Russell J. Larson, formerly Product Design Manager of L. A. Darling Company, Bronson, Michigan. For their advice and counsel, recognition is given to Richard O. Cook, Executive Vice-President of Michigan Retailers Association and John C. Brickner, Educational Consultant, Michigan Department of Education, both of Lansing, Michigan.

The following distributive educators were sent preliminary copies and their reactions to the booklet were as follows:

"There is an urgent need for a widely available publication providing information relating to suggested distributive education facilities and equipment. This document will fulfill this need."----Edwin L. Nelson, Head, Distributive Education, United States Department of Health, Education, and Welfare.

".....in my opinion, this would be a very wonderful addition to the professional literature on Distributive Education."----Pauline W. Burbrink, Director of Research, Distributive Education Department, The University of Texas.

"This is an excellent idea and would be very useful for teacher coordinators, school administrators, and work in teacher education."----Oswald M. Hager, State Supervisor, Distributive Education, North Dakota.

"Facilities and Equipment for Distributive Education Programs has promotion value and should be produced for national distribution."----Reno S. Knouse, State Teacher Educator, Distributive Education, State University of New York at Albany.

"A publication of this kind would seem to be of considerable merit and have great value in these times when many new facilities are being planned."----Harland E. Samson, Associate Professor, Distributive Education, The University of Wisconsin.

"This would seem to me to be an excellent brochure for coordinators interested in ideas for planning for a new facility or planning to purchase D. E. equipment."----Duane C. Brickner, Field Coordinator, The University of Arizona.

Many Michigan distributive education coordinators were extremely helpful in the early development of the booklet by their suggestions for content. Their names appear on the following page.

Mr. Richard O. Cook
Executive Vice President
Michigan Retailers Association

Mr. John Brickner
Educational Consultant
Michigan Department of Education

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Coordinator
Grand Rapids Public Schools

Mrs. Barbara Pitkethly
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Muskegon Public Schools

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Parchment High School

Mrs. Barbara Hunziker
Coordinator
Brandywine High School

Mr. Harold Matthews
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Jackson Community College

Mr. John Carter
Coordinator
Grand Blanc High School

Mr. Ray Lawson
Coordinator
Royal Oak Public Schools

Mr. William Rogers
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Pontiac Central High School

Dr. Peter Wallus
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Battle Creek Central High School

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Miss Ann Lind
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Saginaw Public Schools

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Mr. James DeWorken
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Mr. David McKay
Monroe County Community College

Mr. Lowell G. Thomas
Delta College

Mr. Fred Rockey
Director
D & C Stores, Inc.

INTRODUCTION

If Distributive Education is a program of instruction designed to prepare individuals for careers in the field of distribution, then the distributive educators will need space, equipment and supplies to carry out these programs. If their responsibility is to assist the learners in acquiring the essential knowledge, developing the necessary skills and building the right attitudes, then they will need adequate facilities for these programs. The need for adequate facilities becomes even more acute for those who utilize the preparatory or project plan of instruction, as well as the cooperative plan; because the project plan requires more space and specialized equipment for the learners to carry out these projects. This booklet attempts to portray by pictorial representation how much space, equipment, and supplies are necessary to carry through the activities that are essential in conducting a good distributive education program. The booklet also shows the various pieces of equipment and lists them.

Everyone is aware that occupational needs are not the same in all communities and that educational facilities cannot be exactly alike if they are to meet these differing needs. That is why this publication is only an idea creator. After distributive educators have studied the booklet carefully, it should help them to better convey their program needs in terms of space and equipment to the school administrator, the architect and the equipment dealer.

The writers suggest that distributive educators may want to contact their state vocational education office regarding financial assistance that may be available for building physical facilities and purchasing special equipment through federal legislation dealing with vocational education.

It is hoped that the distributive educators will find the booklet helpful in securing adequate facilities for their programs so that they may better prepare individuals for the distributive occupations in their community.

MAJOR ACTIVITIES

Conducting classroom activities

Planning and building displays

Planning and preparing advertising

Conducting sales demonstrations

Analyzing and testing merchandise

Teaching systems

Modeling and grooming

Operating school store

Preparing show cards

Counseling students

Conducting student club activities

Receiving and contacting public

Administering program

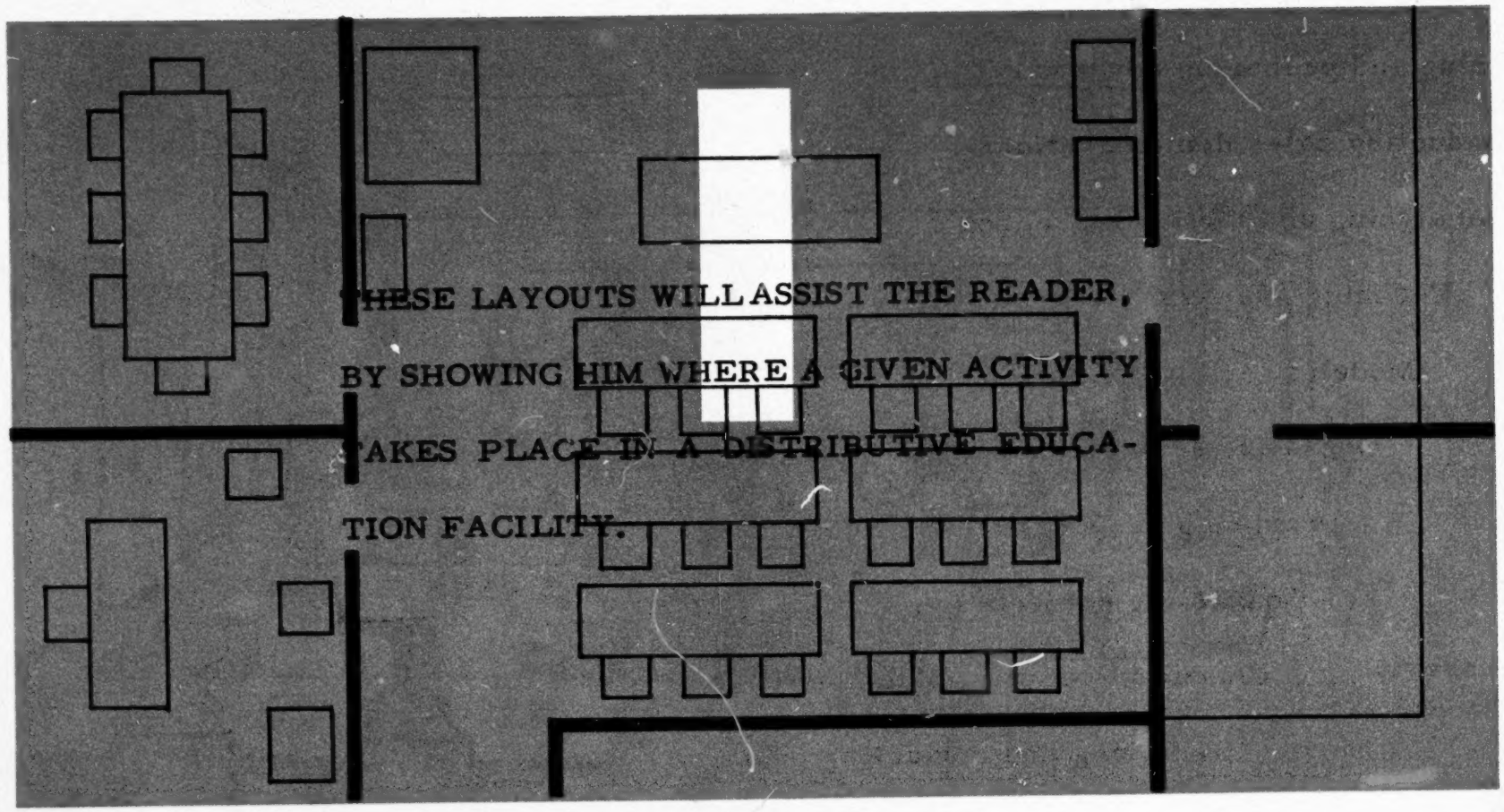
Studying in the materials and reference area

Others

-communication

-mathematics

-safety

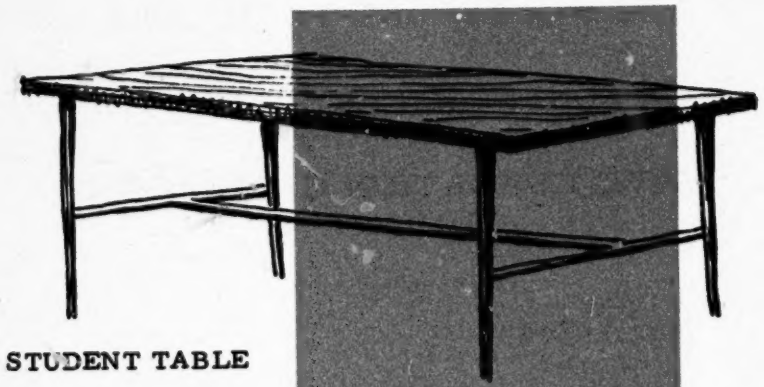


CONDUCTING CLASSROOM ACTIVITIES

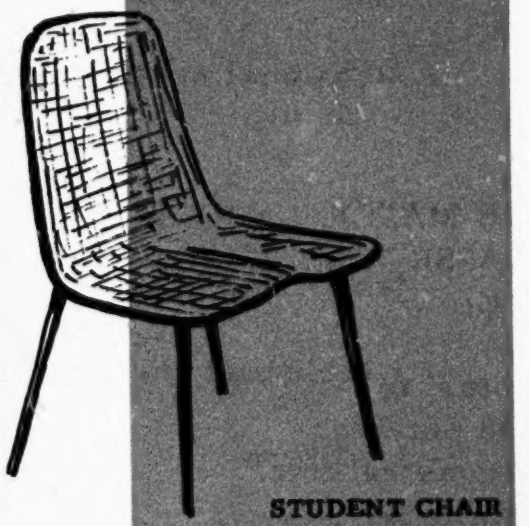
THE MAJOR LABORATORY-CLASSROOM ACTIVITIES ARE:

Lecturing
Role playing
Demonstrations
Committee reports
Group and panel discussions
Preparing assignments
Individual study
Guest speakers
Viewing films and film strips
Use of other audio-visual equipment
Evaluation and testing
Use of programmed materials
Business games
Other general activities

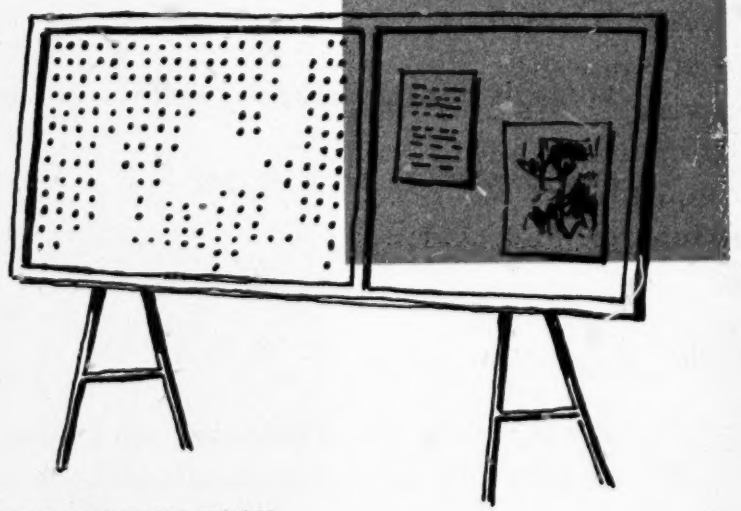
The distributive education teacher-coordinator of the project and/or cooperative plan should utilize a variety of teaching and learning techniques. To assist in this process, it is desirable to have both the laboratory-classroom and the equipment specifically designed to meet these needs. The full realization of these needs may not be possible in all cases, but the intention of these drawings is to convey ideas, and not specific examples. The drawing (left) illustrates the versatility and functionality desired in all distributive education laboratory-classrooms. The adjacent drawings illustrate the individual components of this general classroom area.



STUDENT TABLE



STUDENT CHAIR



COMBINATION TACK-BOARD PEGBOARD

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE ESSENTIAL IN ALL DISTRIBUTIVE EDUCATION CLASSROOMS:

Facilities

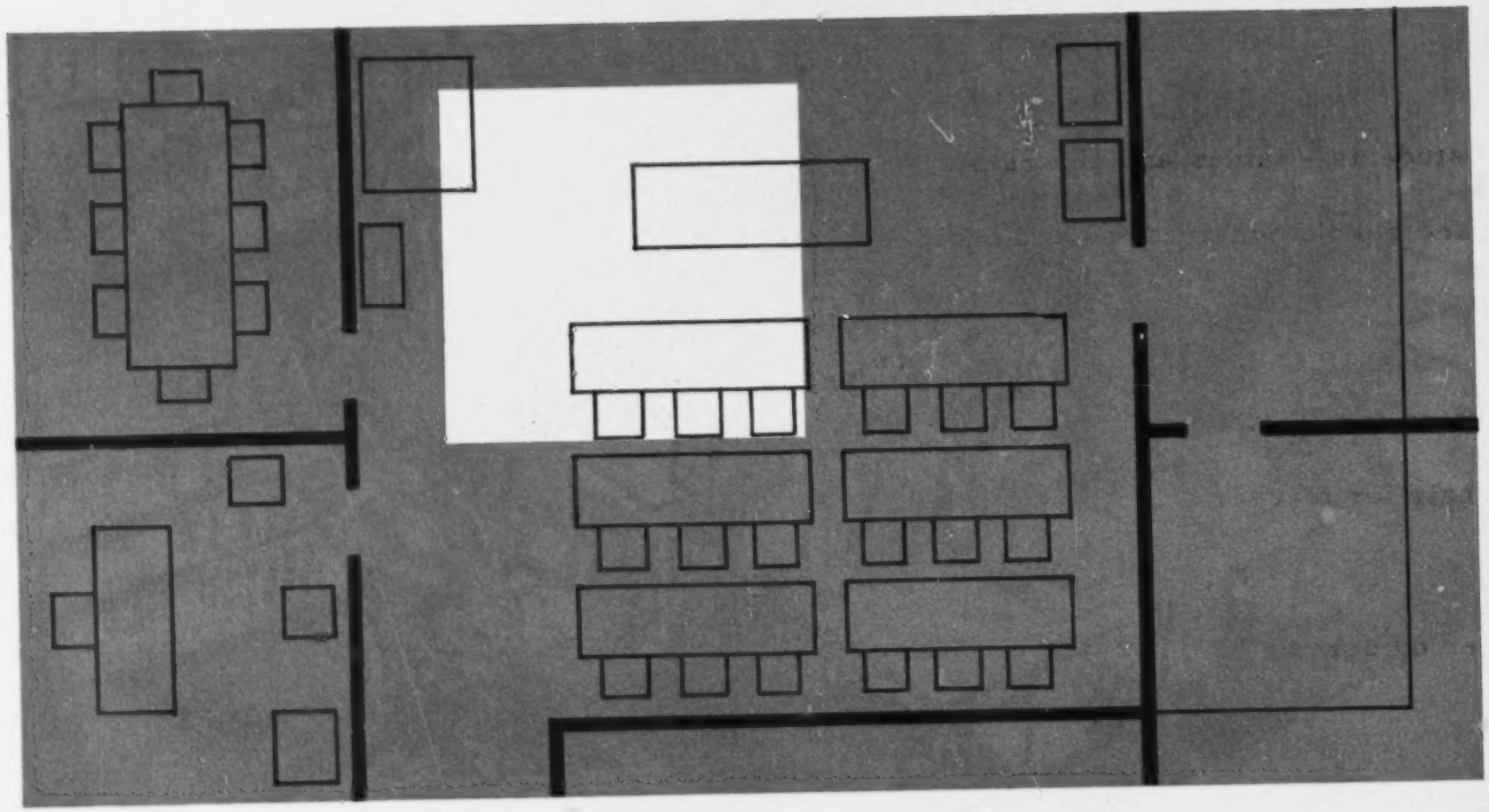
- space for 30 students - tables and chairs
- additional space for demonstrations and equipment

Equipment

- tables and chairs for 30 students
- 1 table and chair for teacher
- 1 lectern
- 1 room divider or screen
- 1 clock
- sufficient pegboards, tackboards and chalkboards
- audio-visual equipment
- 2 wastebaskets

Supplies

- chalk, pins, thumbtacks, and other general supplies needed for conducting classes



PLANNING & BUILDING DISPLAYS

THE MAJOR DISPLAY ACTIVITIES ARE:

Planning Displays

- planning color, line, and design
- planning proper lighting
- selecting merchandise
- sketching display plan
- selecting proper display background
- working with local merchants
- working with other departments in school

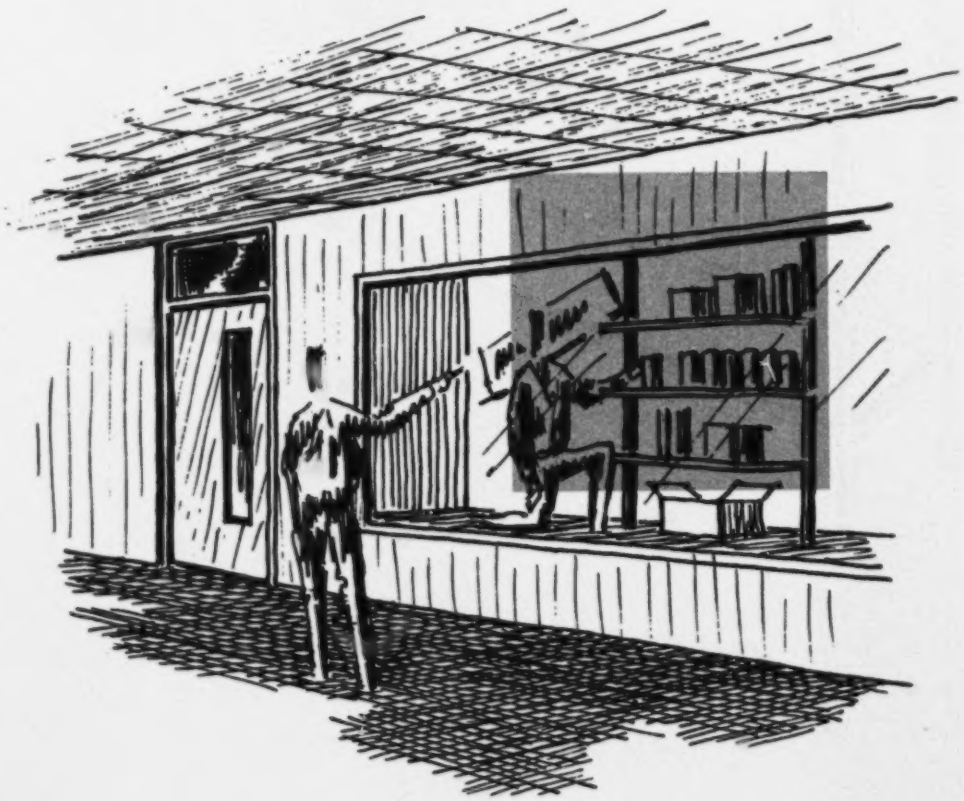
Building Displays

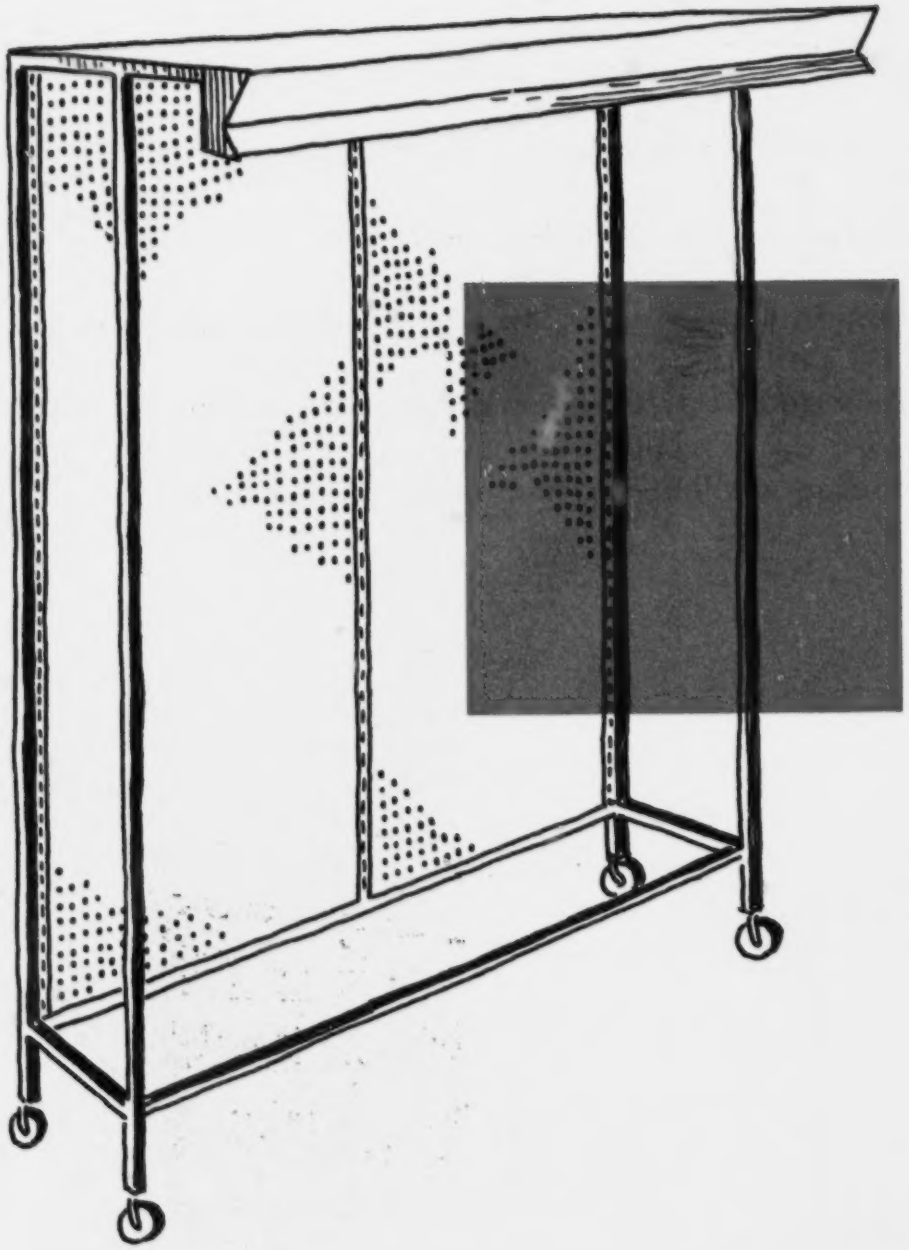
- demonstration in class
- constructing various types of displays
- using fixtures and standards
- dressing mannequins
- photographing finished display
- analyzing displays

The floor and wall units provide excellent display experiences for distributive education students. The units should be designed to facilitate many students working on either individual or group projects. The important theme of any display unit, however, is student participation. It is imperative that students work with display and not merely talk about it. For this reason, sufficient equipment must be provided for the students on which they may acquire the necessary display competencies.

The adjacent drawings illustrate some of the parts and accessories that should be used with the units. Ideally, these accessories would be interchangeable between the other various units increasing their versatility. In addition to the various accessories, all equipment for the classroom should be mounted on casters for mobility. This will enable the students to work on their projects away from the presentation area and later move them to the front of the class.

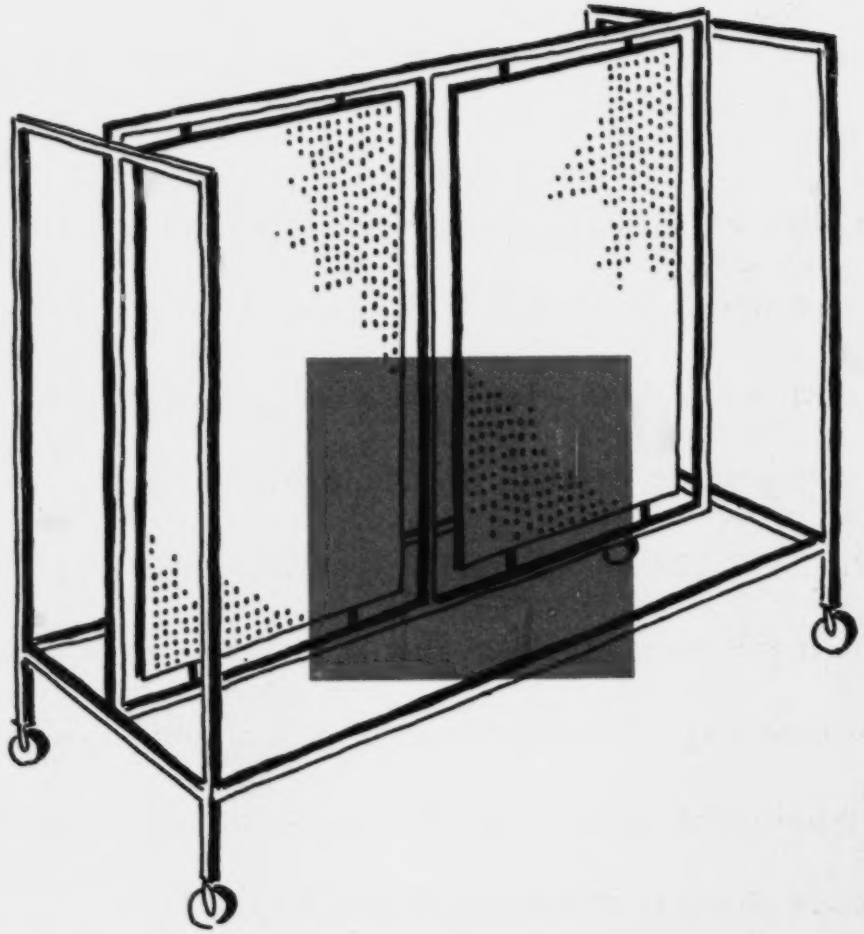
The acquisition of the equipment also requires additional storage space. Whether this space is a separate room or a particular area within the room is of less importance than the necessity of providing such space. In either case, an adequate storage area must be provided so that other classroom activities may be conducted without limitation or hinderance.

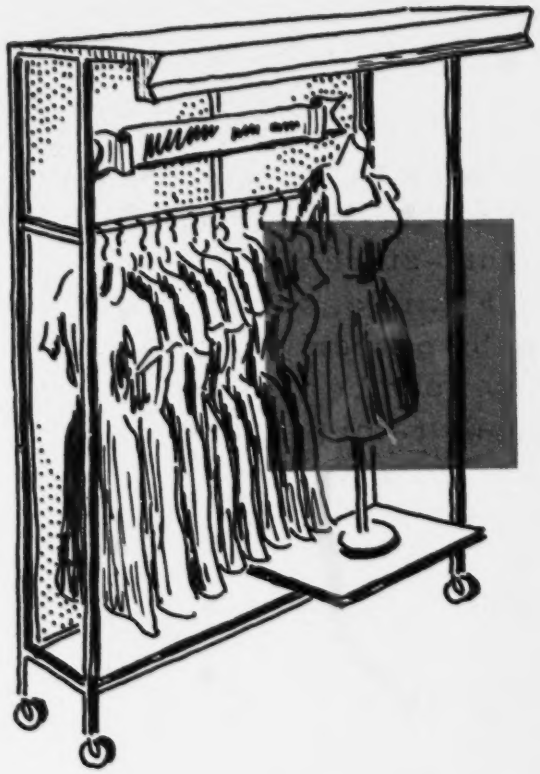




BASIC ALL-PURPOSE MOVABLE MERCHANDISING FLOOR UNITS

Merchandise display means visual merchandising. Then effective visual merchandising needs supporting equipment--store fixtures that are flexible and movable. Flexible, so that every type of merchandise can be properly displayed and movable so that fixtures can be placed easily almost anywhere in the laboratory - classroom and used as work stations by the students.





EXTENSION

HANGRAIL WITH
END CAPS

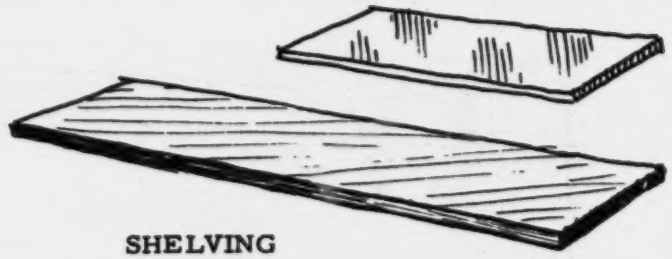
ABSTRACT
SHOULDER HEAD

SIGN
HOLDERS

HOSIERY FORM

FULL ROUND
ALL PURPOSE
TORSO FORM

BOARD
HOOKS

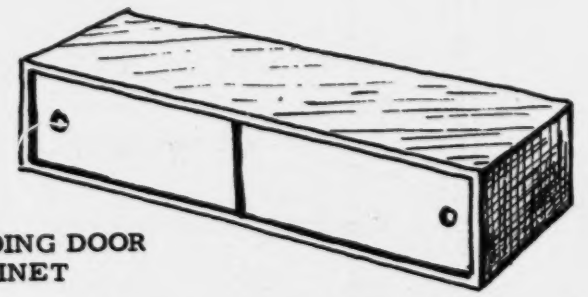


SHELVING

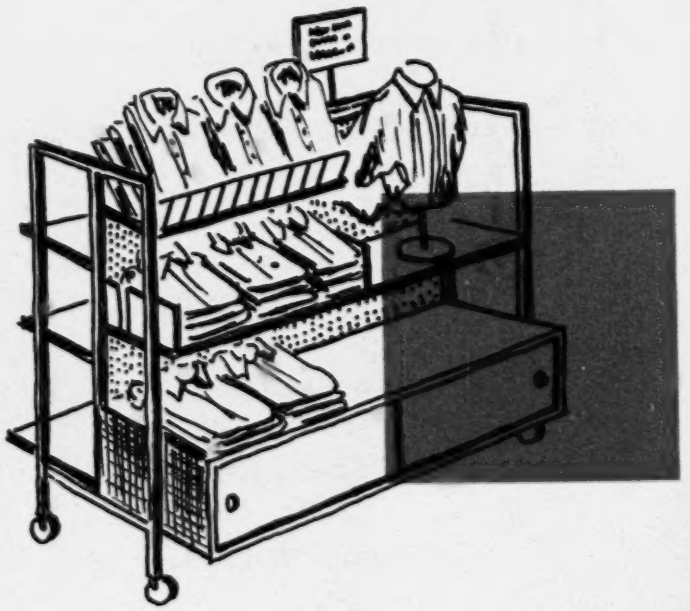
DISPLAY
HANDS

SHELF
BRACKETS

FULL ROUND
TORSO FORM



SLIDING DOOR
CABINET



THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE ESSENTIAL FOR TEACHING DISPLAY:

Facilities

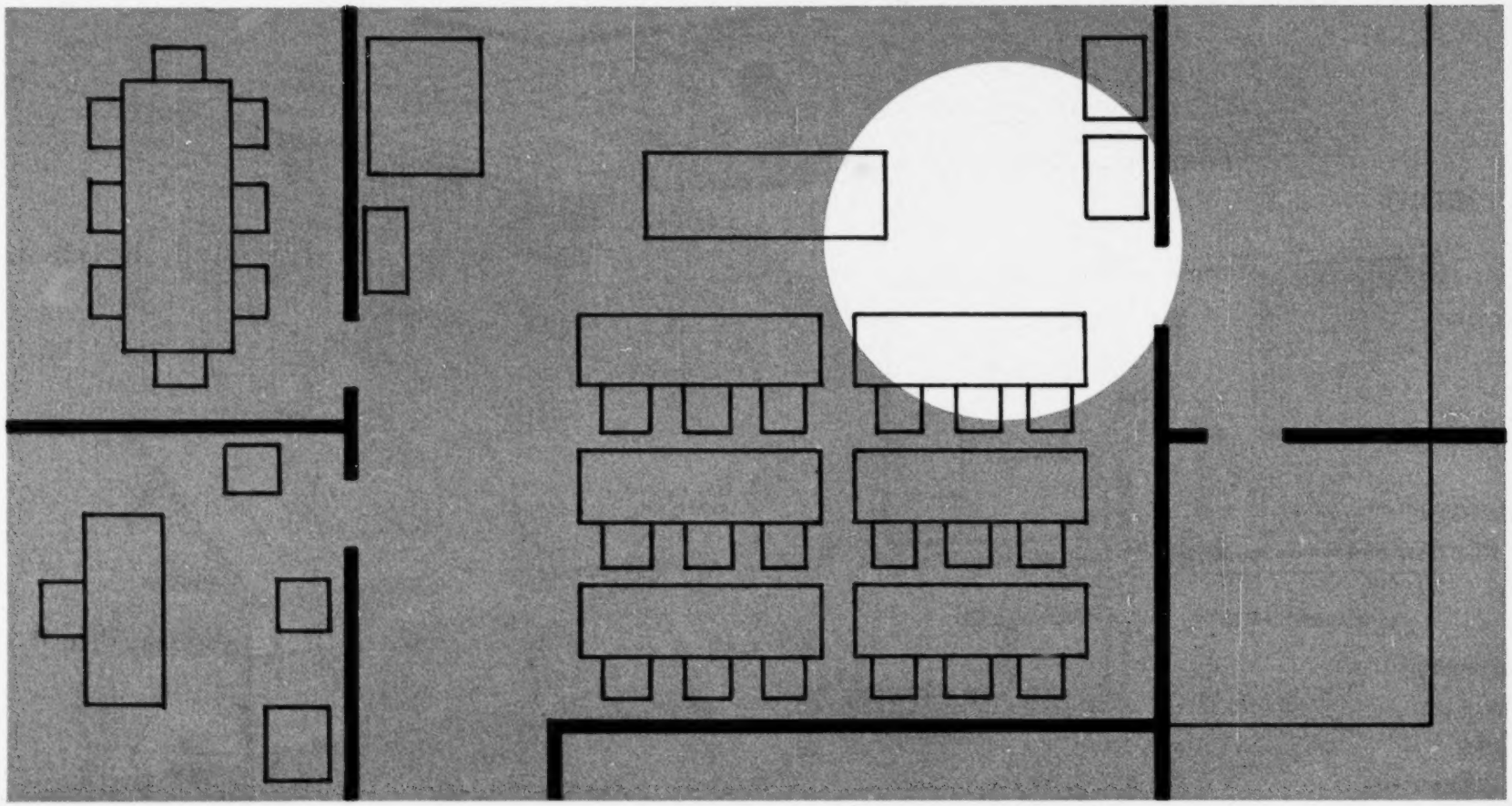
- space to conduct three major areas of student activity
- storage space for equipment

Equipment

- 2 floor units with full vertical flexibility
- 2 self-standing wall sections
- 2 shadow box display cases
- 1 simulated display window base
- 1 or more exterior showcases or display windows
- 2 folding promotional tables
- apparel forms
  - full size mannequins
  - torso forms
  - half shell forms
  - specific forms, e.g., hands, feet, head, etc.
- card and sign holders
- pegboards, tackboards, and chalkboards
- staple gun and staples
- vacuum cleaner (hand type)

Supplies

- display fixture parts and accessories
- hooks and brackets for pegboard and shelves
- spotlights
- extension cords
- tools and tool box
- cleaning supplies
- colored paper, cloth, cardboard for display construction
- other general supplies

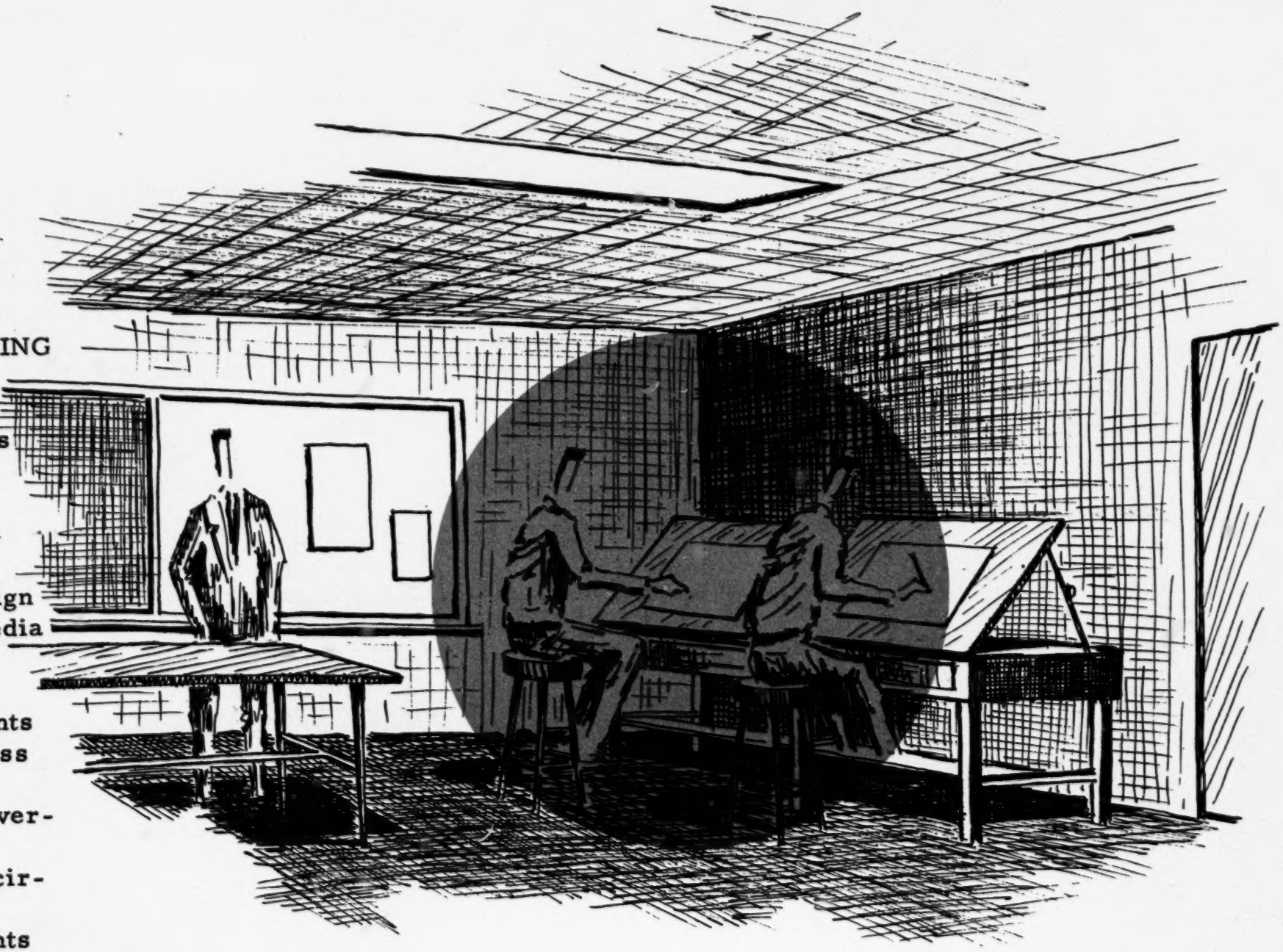


PLANNING & PREPARING ADVERTISING

THE MAJOR ADVERTISING ACTIVITIES ARE:

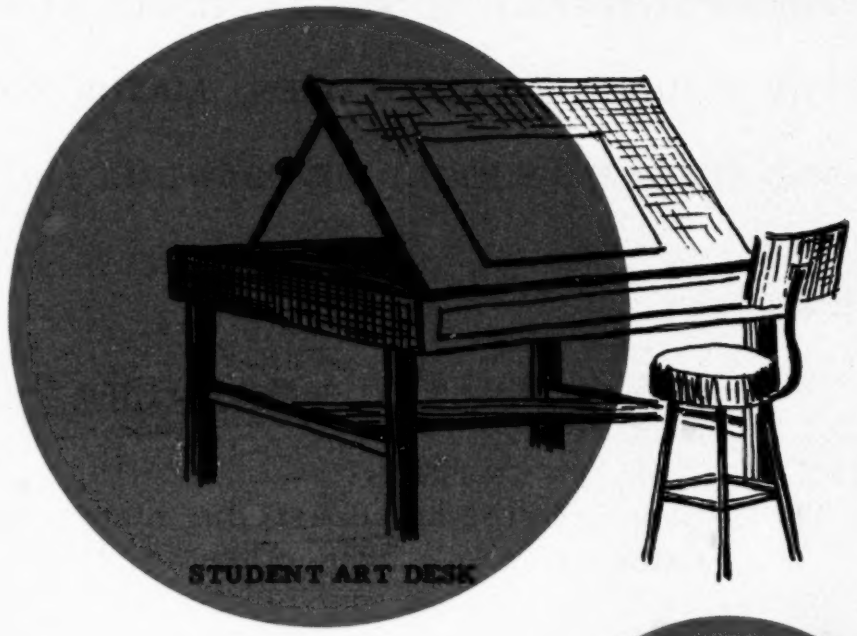
Planning Advertisements
- shape
- size
- position
- balance
- color, line, and design
- type of print and media
- headline and copy
- cost

Laying out advertisements
Using silk screen process
Preparing radio scripts
Preparing television advertisements
Preparing posters and circulars
Preparing advertisements for other media
Critically analyzing advertisements
Preparing a reference file
Taking field trips

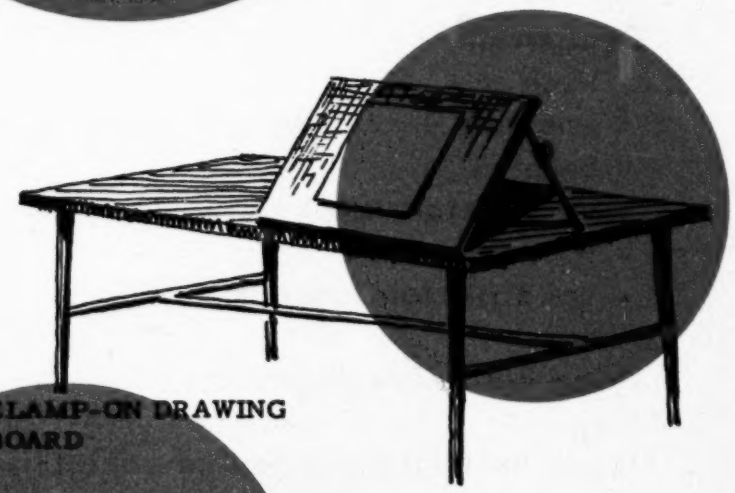


The planning and preparation of advertisements provides the student an opportunity to apply the principles of advertising to his own creative abilities. To do this effectively, students must be given an opportunity to work with equipment designed to meet these goals. Although the drawing on the left shows the activity taking place rather centrally, in actuality, students could be working at various locations throughout the room. While some students are working at the art desks, others could be planning and analyzing at their individual tables. Still another group could be working at larger layout tables or counters.

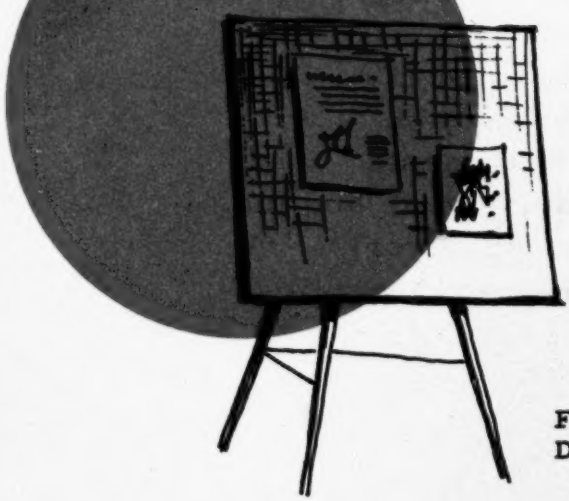
The drawings (right) illustrate some of the special equipment desired for conducting the activity of advertising. The clamp-on drawing board could serve as a substitute for the art desks in some situations.



STUDENT ART DESK



CLAMP-ON DRAWING BOARD



FLANNEL BOARD FOR DISPLAY EVALUATION

TO EFFECTIVELY PRESENT A UNIT ON ADVERTISING,

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT,

AND SUPPLIES SHOULD BE PROVIDED:

Facilities

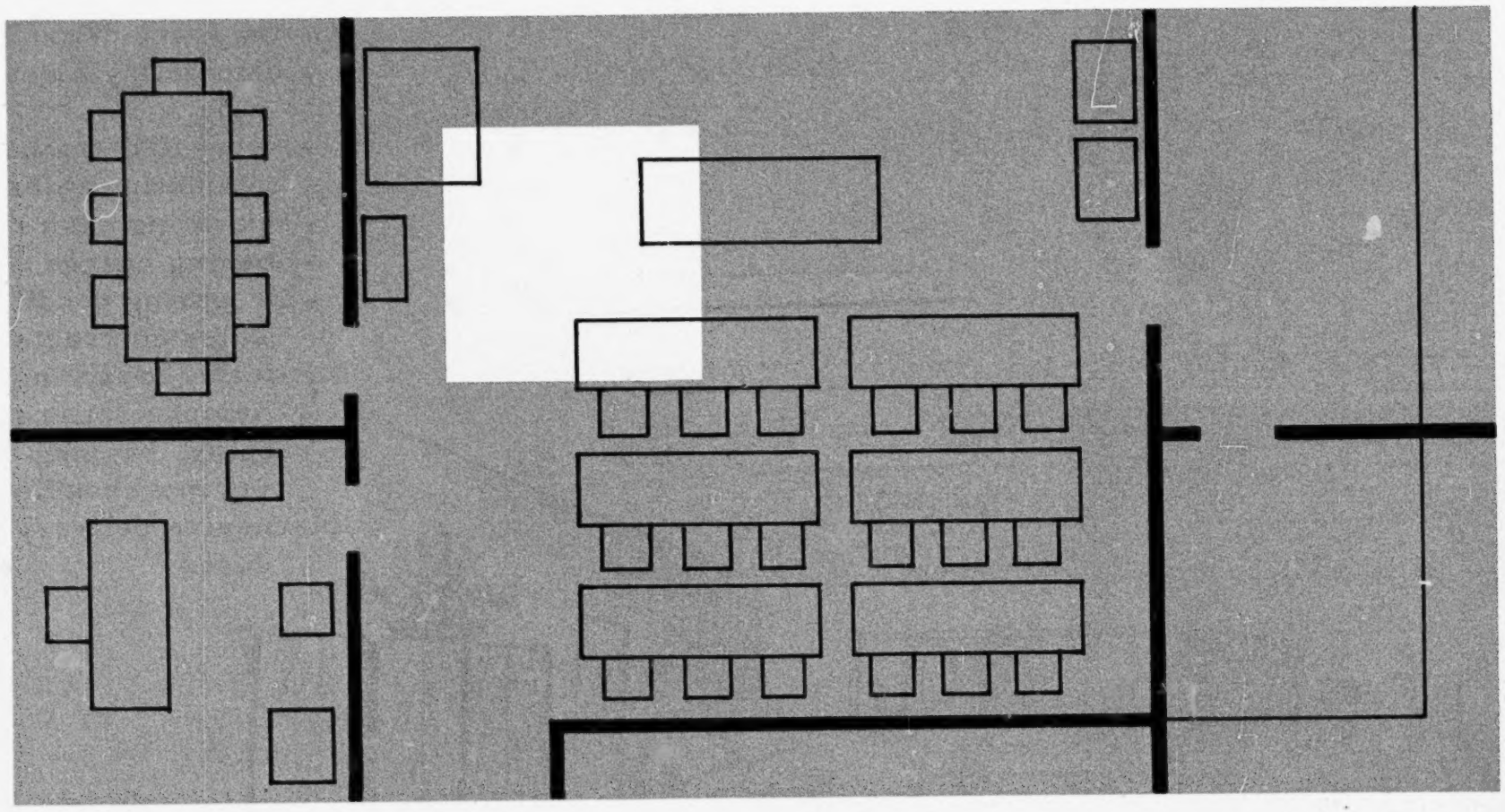
- space for 3 or 4 art desks plus the regular classroom
- space for storing advertising materials (file cabinet)

Equipment

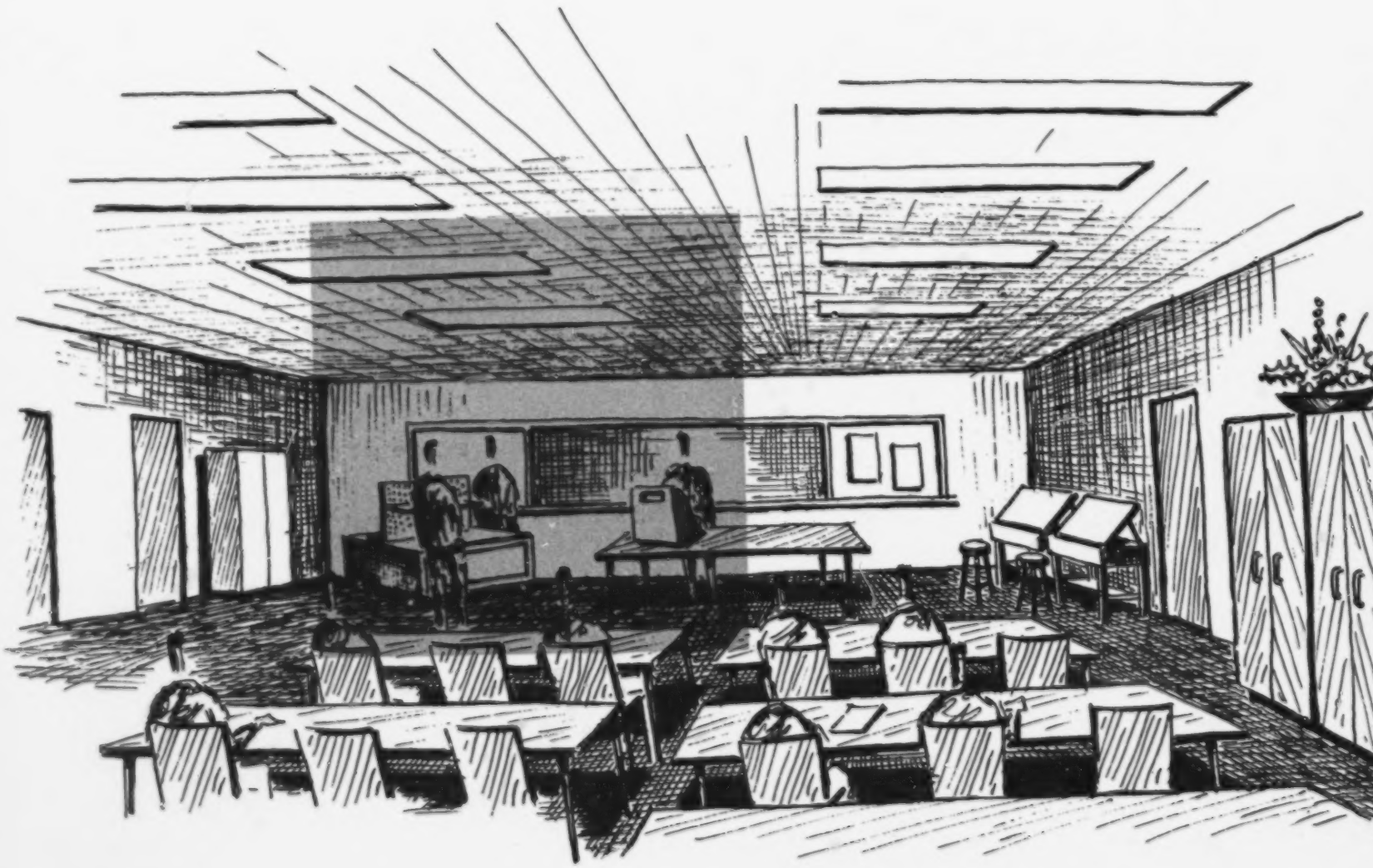
- 3 or 4 art desks - (slant top) and stools
- 2 large tables (promotional tables)
- 1 cabinet with sink
- 1 flannel board
- bulletin boards and chalkboards

Supplies

- advertising mats
- ink (blue, black, and India)
- T-squares and triangles
- graph paper
- show card color brushes
- show card colors (box)
- other supplies (large sheets of paper, display magazines, etc.)



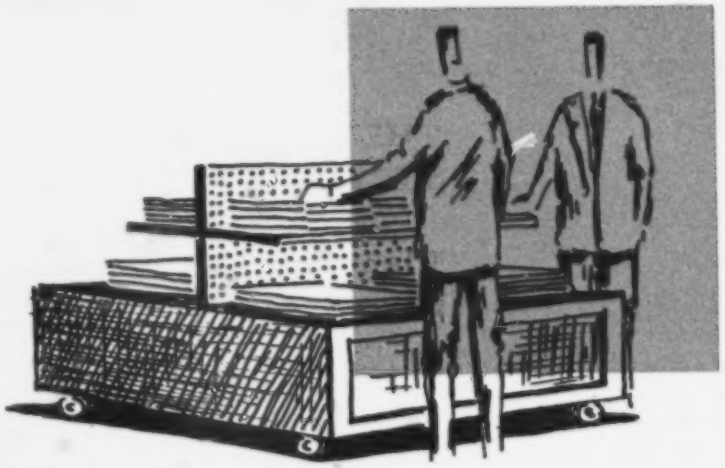
CONDUCTING SALES DEMONSTRATIONS



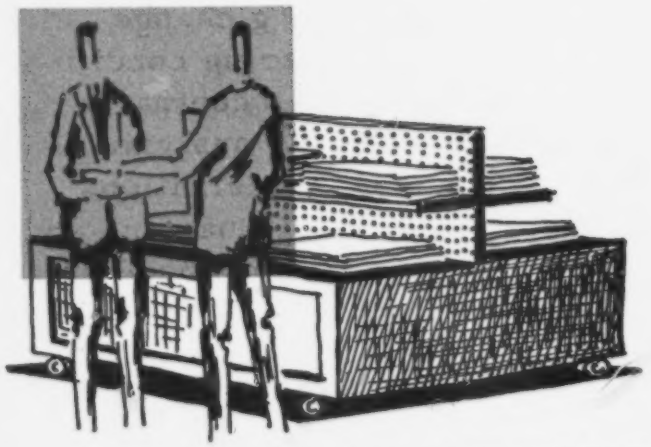
THE MAJOR SALES DEMONSTRATION ACTIVITIES ARE:

Planning sales demonstrations
Giving sales demonstrations
- completing steps in the sale
- using tele-trainer unit
- completing sales check
- operating cash register
- making change
- preparing conditional sales contracts

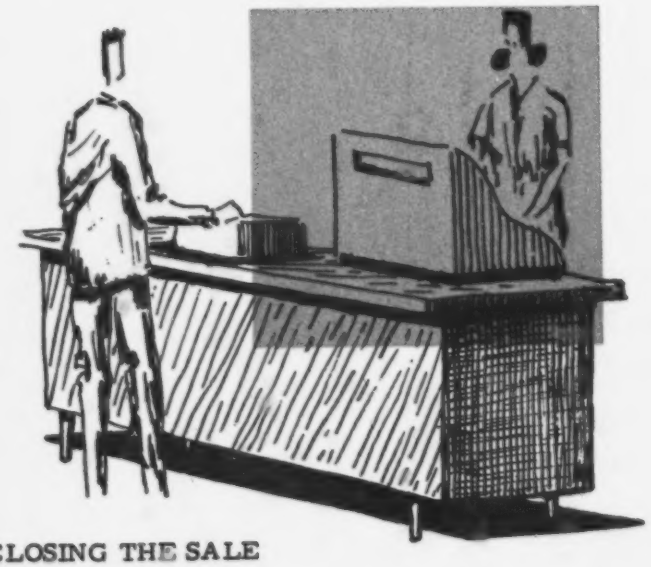
Critically analyzing sales demonstrations
Wrapping, bagging and boxing merchandise
Discussing delivery procedures



VISUAL MERCHANDISING



SELLING THE MERCHANDISE



CLOSING THE SALE

The distribution of merchandise hinges upon the function of selling. With such importance, it is imperative that distributive education students receive training that will complement and enhance this function. The training should include all the areas of distribution including the retail sale. The equipment should provide a realistic situation in which the student makes his presentation. With the fixtures on casters, as mentioned before, the students will be able to prepare their individual displays away from the presentation area, and at a later date present them to the class with their final sales demonstration. Regardless of the particular format desired by the coordinator, visual merchandising equipment should be available to supplement the sales activity in all cases.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE ESSENTIAL TO EFFECTIVELY PRESENT A UNIT ON SALESMANSHIP:

Facilities

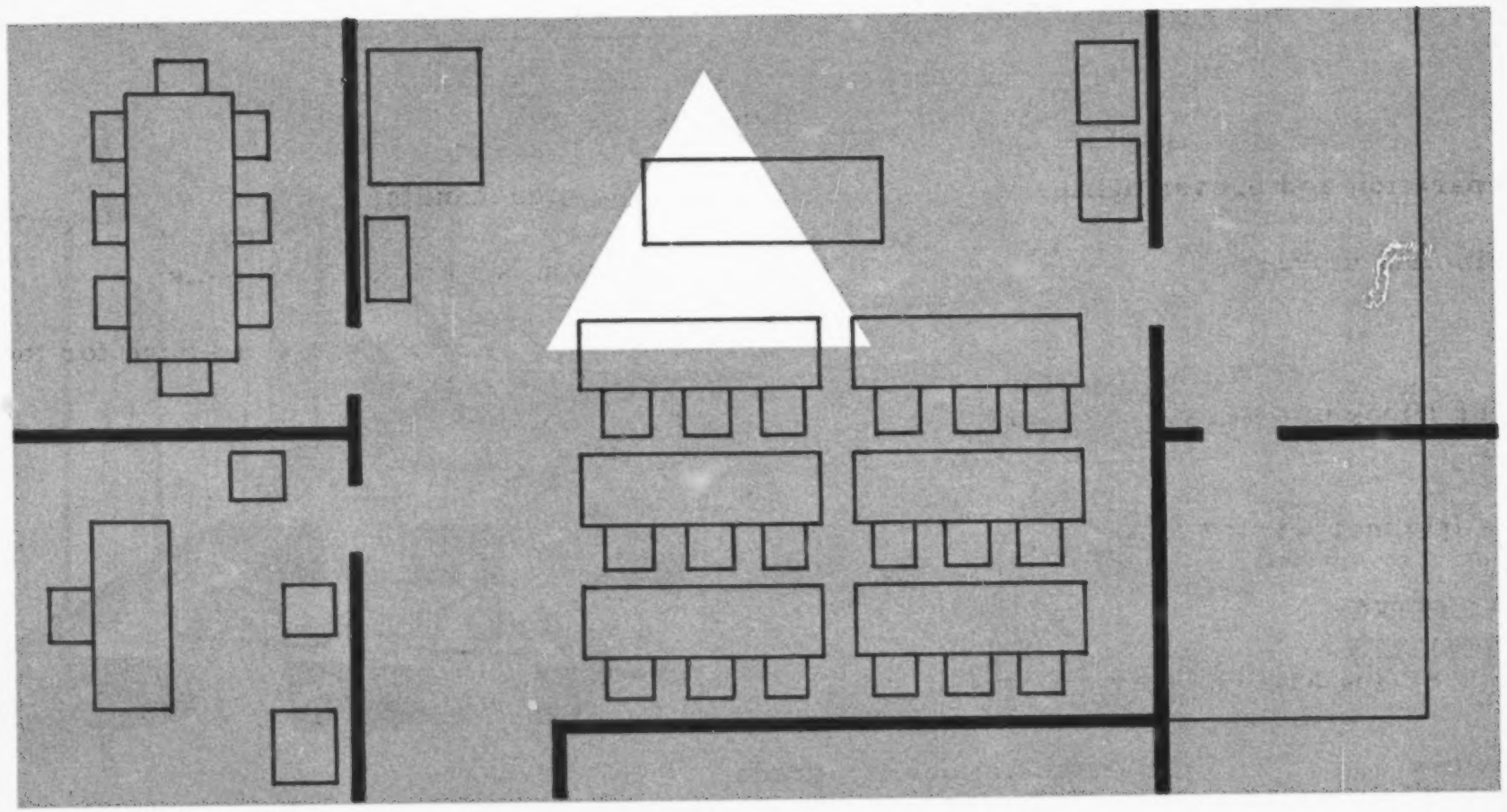
- space for preparation and presentation
- space for equipment storage

Equipment

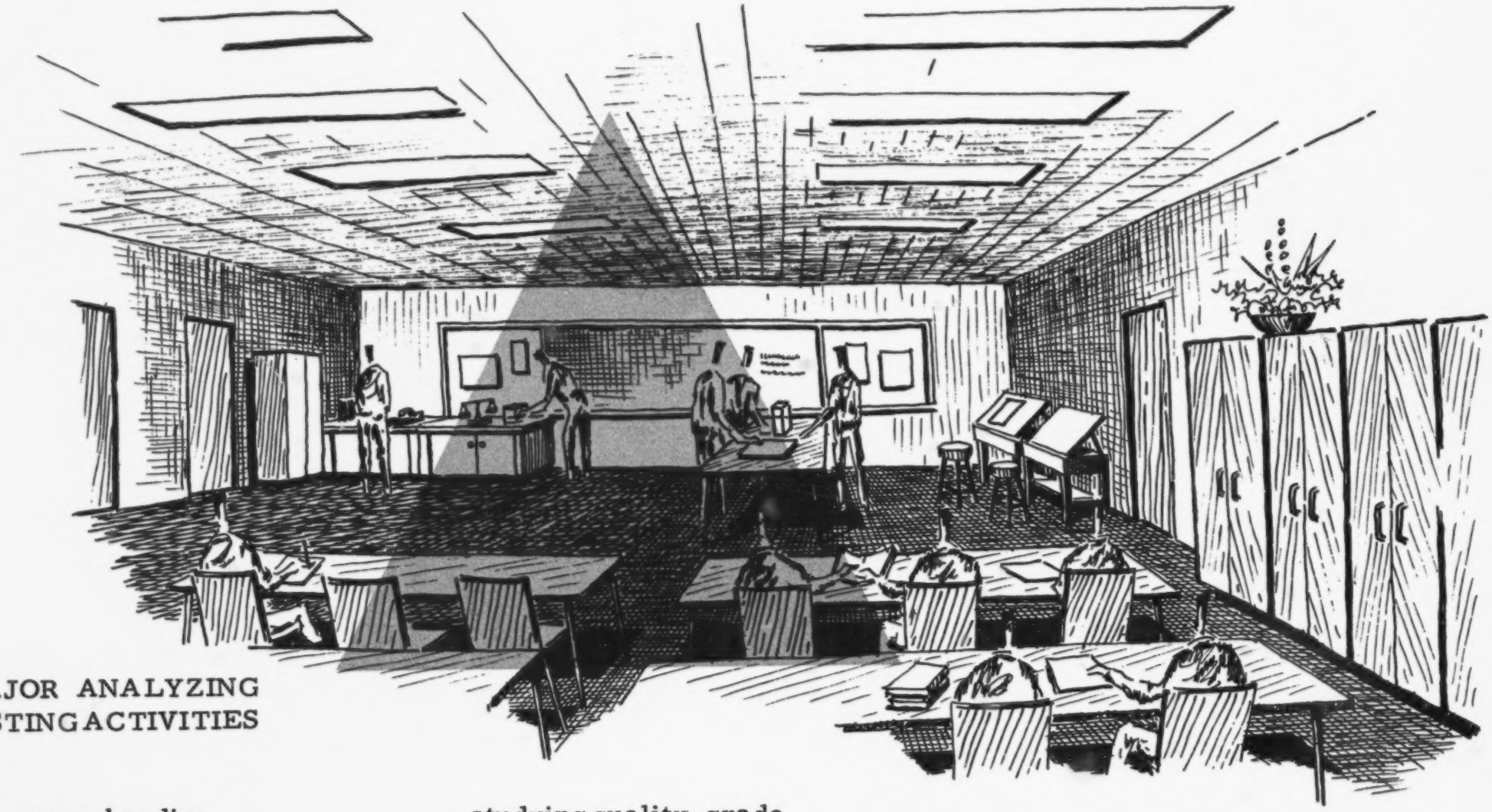
- display fixtures (floor units, wall units, display case, etc.)
- apparel forms (planned assortment)
- card and sign holders
- 1 mirror and dressing area divider - 3-way if desired
- 1 cash register with money
- tele-trainer unit from local telephone company
- 1 adding machine
- 1 tape recorder
- 1 movie camera
- 1 credit card imprinter

Supplies

- sample merchandise
- card, sign, and ticket materials
- forms for evaluation and procedure for the sale of the merchandise



ANALYZING & TESTING MERCHANDISE



THE MAJOR ANALYZING AND TESTING ACTIVITIES ARE:

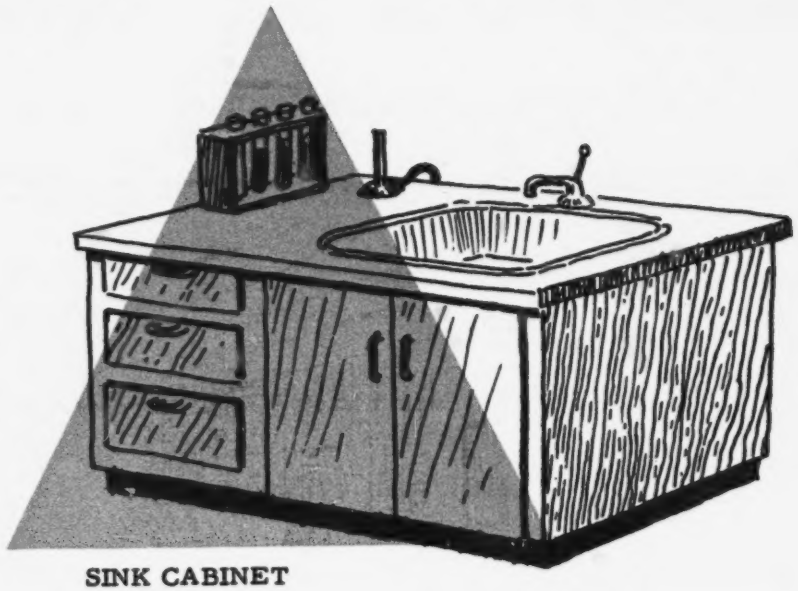
Preparing merchandise manuals
Analyzing textiles
- determining raw material
- studying weaves
- analyzing construction, design and fashion

Analyzing non-textiles
- determining raw materials
- studying quality, grade, etc.
- analyzing packaging

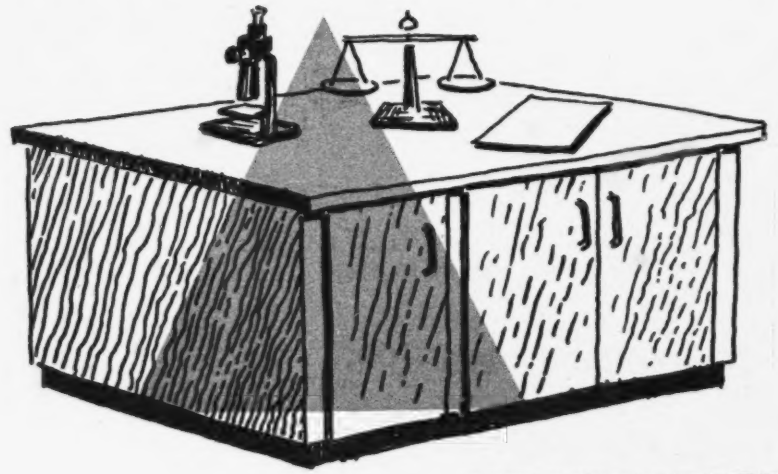
Studying labels, tabs, and warranties
Relating color, line, and design
Reviewing federal and state laws pertaining to packaging and labeling

The analyzing and testing of merchandise should involve both a qualitative and a quantitative study of various types of goods. As an assignment, the students could be asked to prepare a merchandise manual, a part of which would include an analysis of their selected product. To conduct this analysis, the equipment should be designed to carefully examine the materials, but not to the extent of tabulating comprehensive reports. The intent of such an activity is one of acquainting the students with various procedures of analysis, and the importance of quality control.

The major piece of equipment needed for this activity is the sink-cabinet with a chemical resistant top. This cabinet may also serve as a storage area for the additional smaller equipment needed.



SINK CABINET



EQUIPMENT CABINET

THE ACTIVITY OF ANALYZING AND TESTING MERCHANDISE WOULD INVOLVE THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES:

Facilities

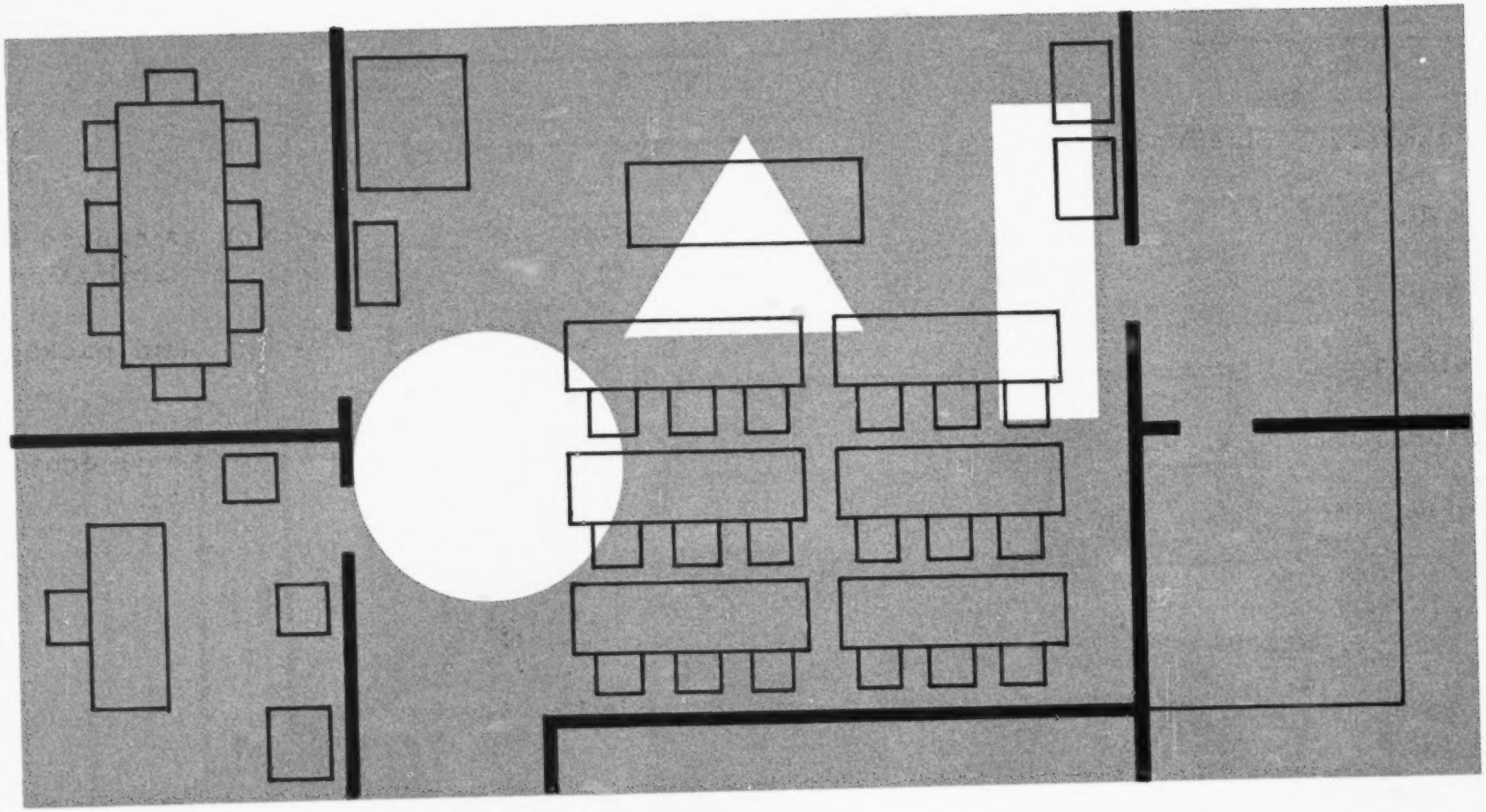
- conventional laboratory-classroom space
- space for sink and cabinets

Equipment

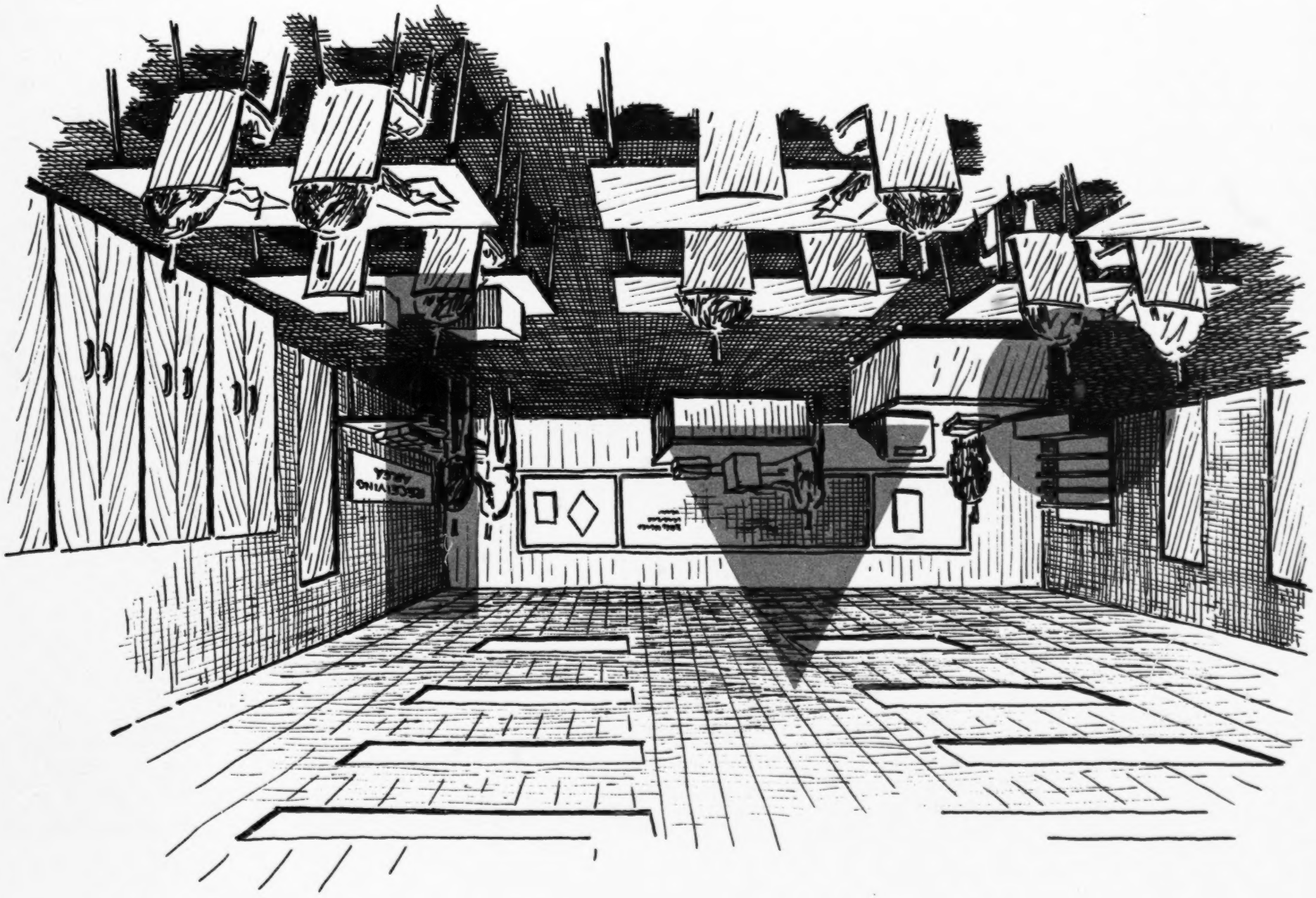
- cabinet with sink and chemical resistant top
- cabinet with storage adjacent to above
- measuring and weighing devices
- microscope
- magnifying glass
- fire extinguisher
- gas burner
- exhaust system
- reference books
- individual pic glasses

Supplies

- material swatches
- sample merchandise such as canned foods and articles of clothing (for examination)
- dummy boxes, containers, and packages (with labels)
- miscellaneous utensils for above equipment (gloves, safety glasses, etc.)



TEACHING SYSTEMS



THE MAJOR SYSTEMS ACTIVITIES ARE:

Writing Sales Checks
- cash sales
- returns
- charge sales
- lay-a-way
- installment sales & carrying charges
- trade-ins
- discounts
- delivery forms

Cash register operation, change making, and cashiering
Operating a credit-card imprinter
Operating an addressing machine
Operating adding machines
Operating price ticket marking machines
Operating other machines
Preparing a systems training manual
Learning merchandise flow system
- ordering
- receiving
- checking
- marking
- stocking

Conducting physical inventories
Practicing record keeping
Packaging and wrapping merchandise

The teaching of systems and operations includes a wide variety of subjects and activities. For this diversity, it is necessary to provide equipment, merchandise, and supplies with which the students may practice. As noted from the list of activities (left), many of the operations parallel the various steps in the flow of merchandise, which might suggest one possible means of presenting this unit. The activities could be distributed around the working area similar to the actual conditions that might exist in a retail store. The students would then have an opportunity to fully understand the flow of merchandise and the operations associated with it. The key to the effectiveness of such a unit would be the involvement of the students with the equipment, merchandise, and supplies outlined on the next page.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE ESSENTIAL FOR TEACHING SYSTEMS AND OPERATIONS:

Facilities

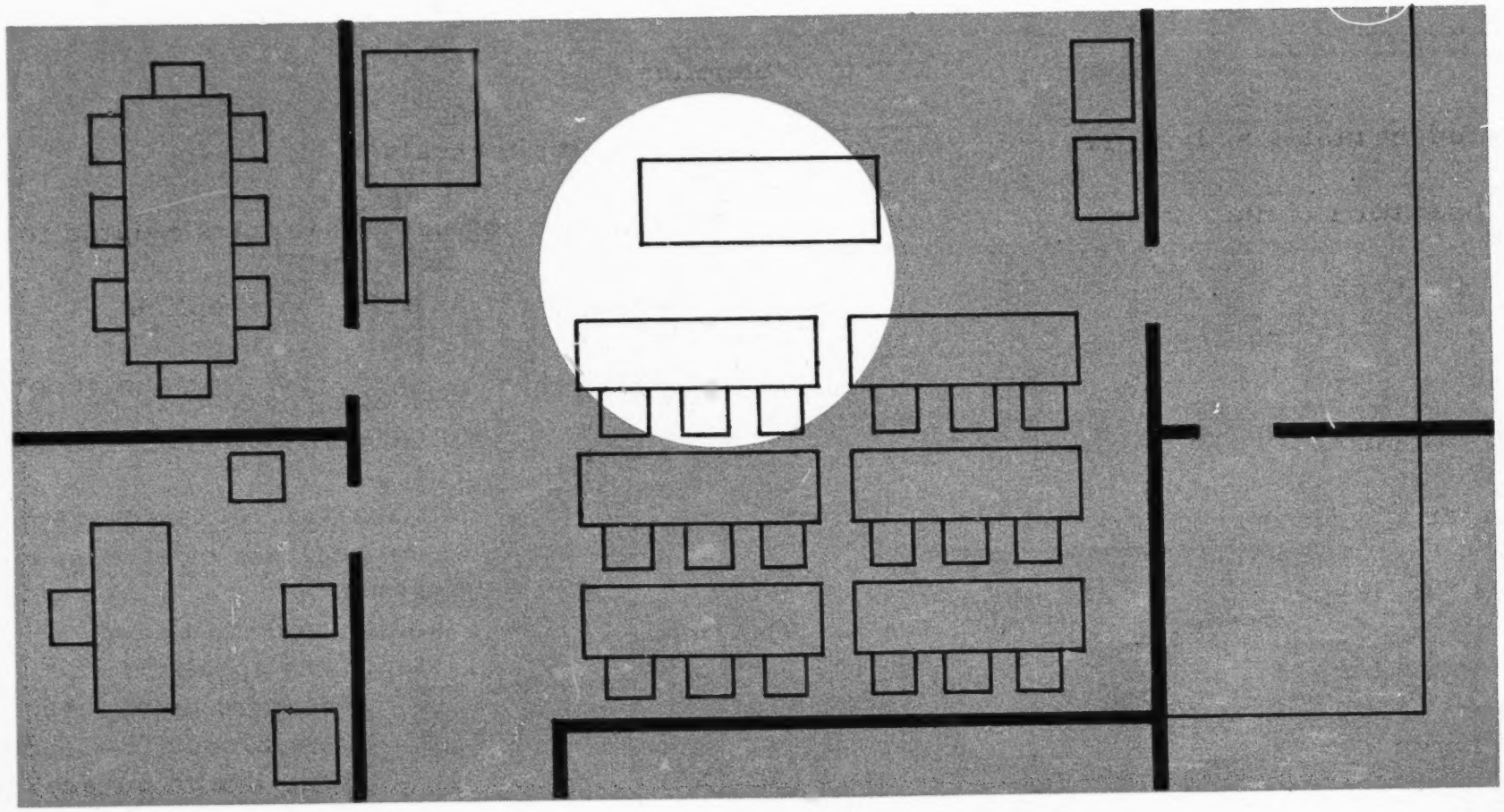
- space for 30 student tables and chairs
- space for the operation of machines
- space for mobile check-out counter

Equipment

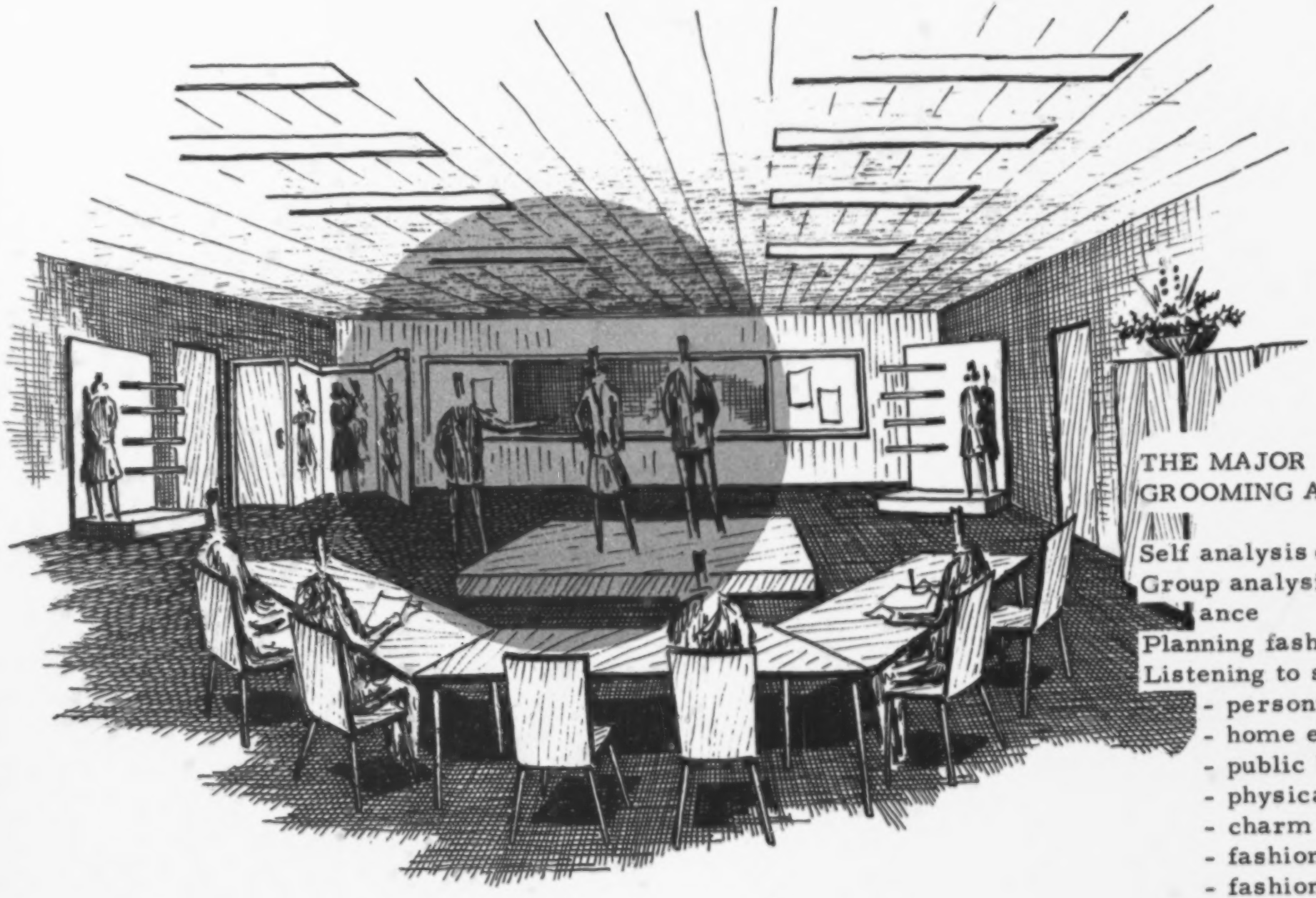
- cash register with change
- check-out counter
- 2 folding tables for miscellaneous machines
- 1 credit card imprinter
- 1 addressing machine
- 1 adding machine
- 1 marking machine
- 1 price marker
- bulletin board for displaying procedures

Supplies

- systems manuals
- records, forms, and reports related to systems
- wrapping and packaging supplies
- samples of local store forms and records
- assortment of price tickets



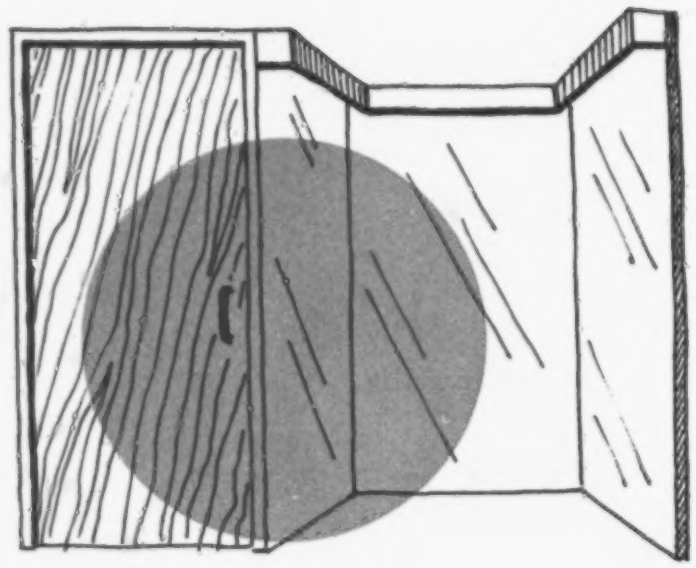
MODELING & GROOMING



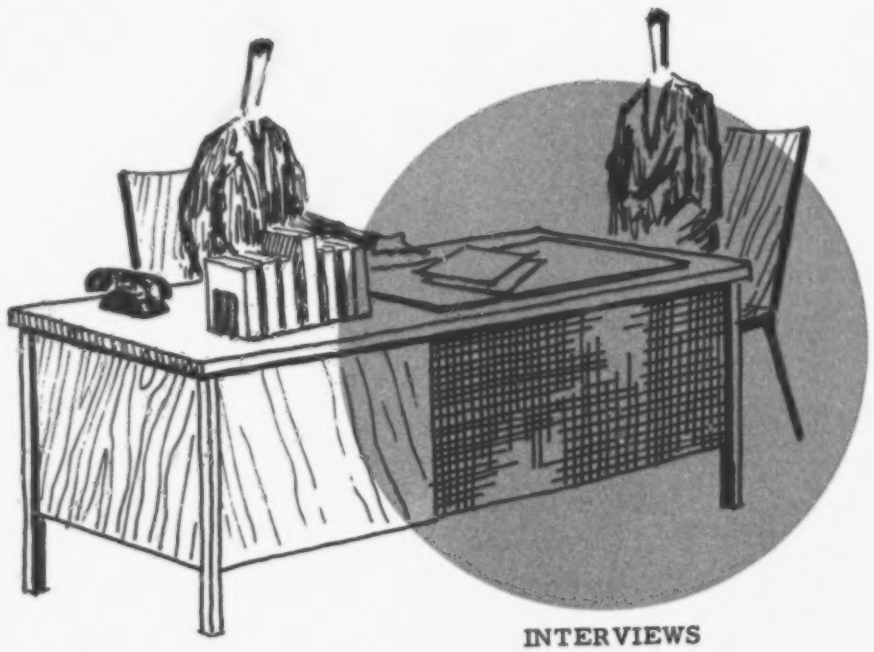
THE MAJOR MODELING AND GROOMING ACTIVITIES ARE:

Self analysis of personal appearance
Group analysis of student's appearance
Planning fashion shows
Listening to speakers
- personnel managers
- home economics teachers
- public health nurses
- physical education teachers
- charm school representatives
- fashion consultants
- fashion buyers

Role playing (interviews, fashion shows, etc.)
Attending professional fashion shows
Presenting appropriate audio-visual aids



PORTABLE DRESSING ROOM



INTERVIEWS

The role of modeling and grooming is becoming increasingly important in today's complex business world. This is particularly true in the area of sales. Frequently sales are influenced by the grooming habits of the salesperson, and for this reason it is imperative that proper instruction and training be given to the students. In addition to the teacher's imagination and the many audio-visual aids, the adjacent list of activities represents a few possible approaches in presenting this material. It must be remembered, however, that student participation again plays an important role with this activity. Students should be allowed to actively engage in demonstrations and role-playing situations. These activities, combined with the use of various grooming techniques, will serve as reinforcing factors to this unit.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT,

AND SUPPLIES ARE ESSENTIAL IN PRESENTING

THIS UNIT ON MODELING AND GROOMING:

Facilities

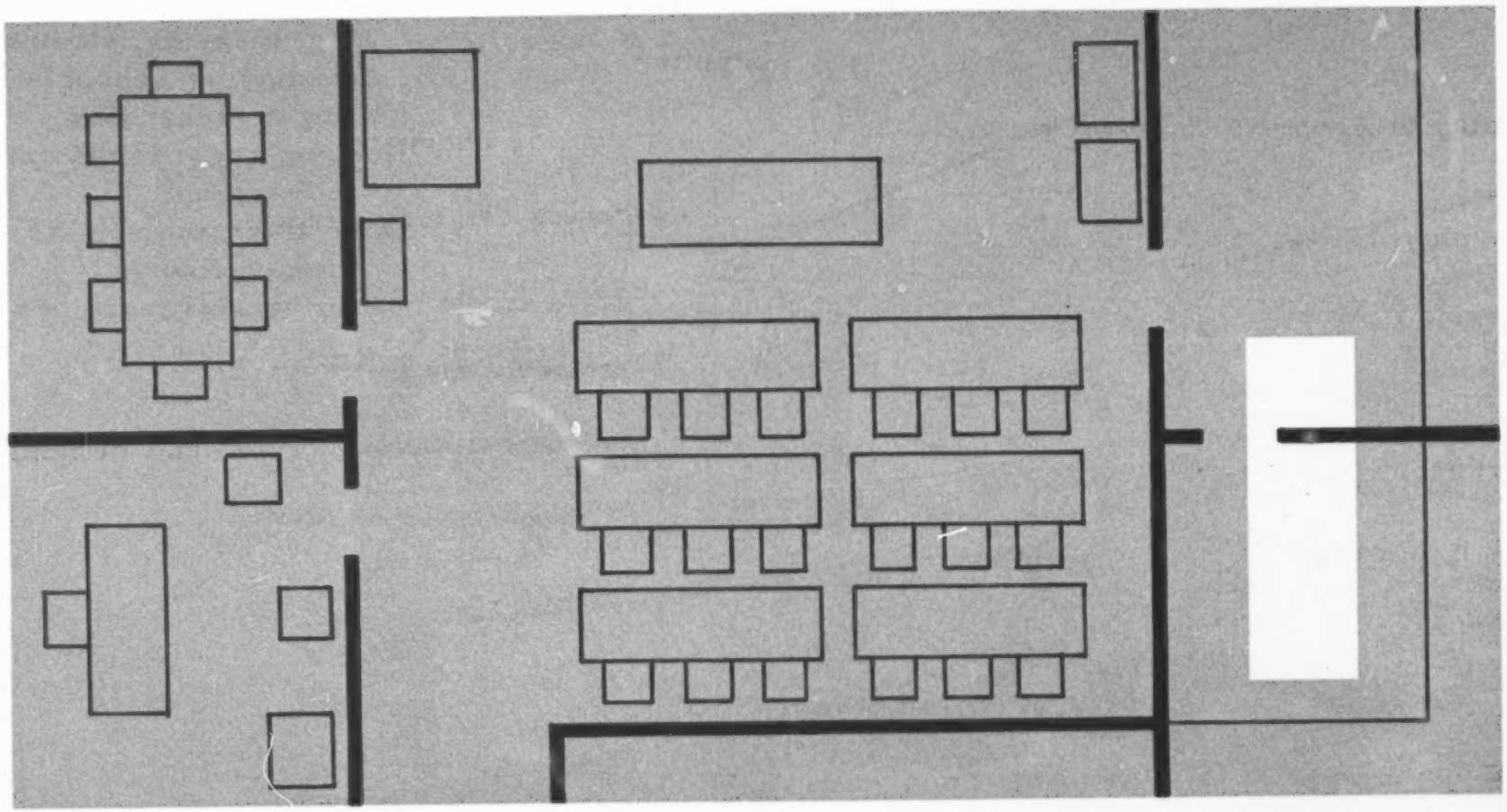
- space for display of properly dressed mannequins, etc.
- space for role-playing activities
- space for dressing area

Equipment

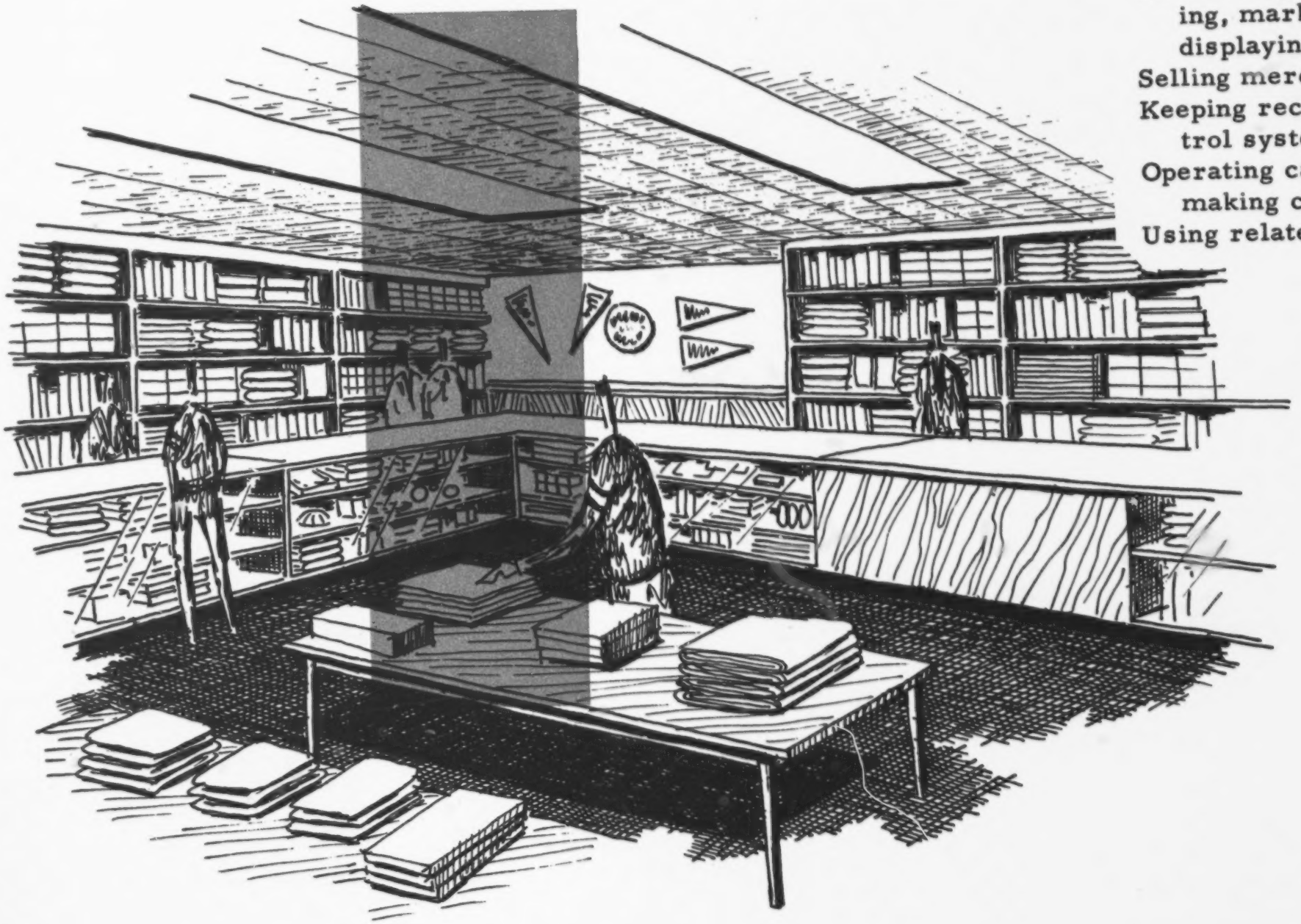
- full length mirror
- small dressing area divider
- wash bowl and adjacent counter
- assorted apparel forms
- one lectern for speakers
- camera for photographing examples
- necessary audio-visual equipment

Supplies

- grooming charts
- garment cleaning supplies
- shoe shine equipment
- representative photographs
- accessories for interviews and demonstrations
  - extreme
  - sensible

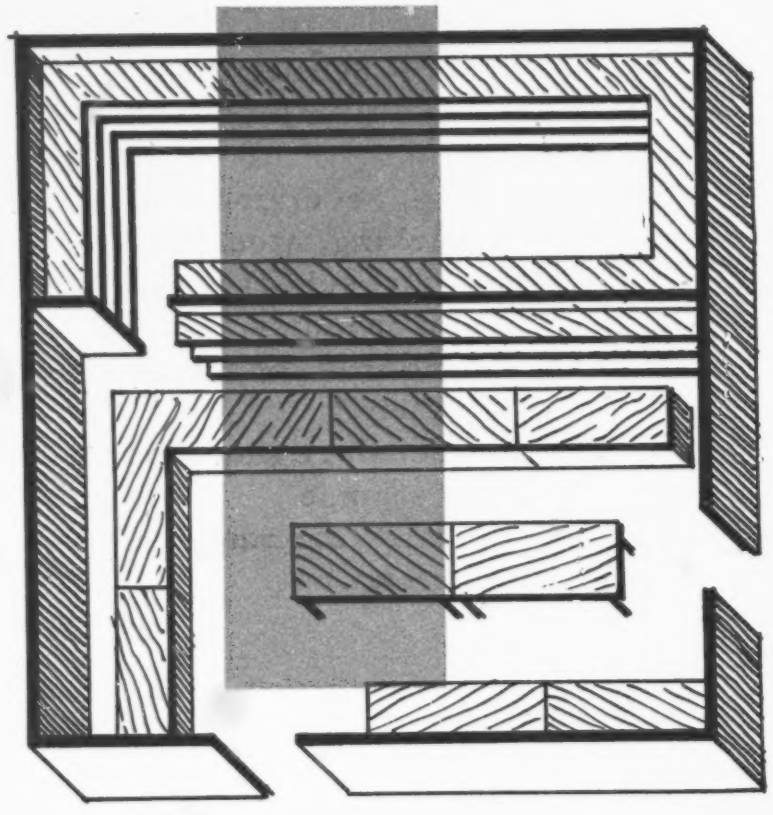


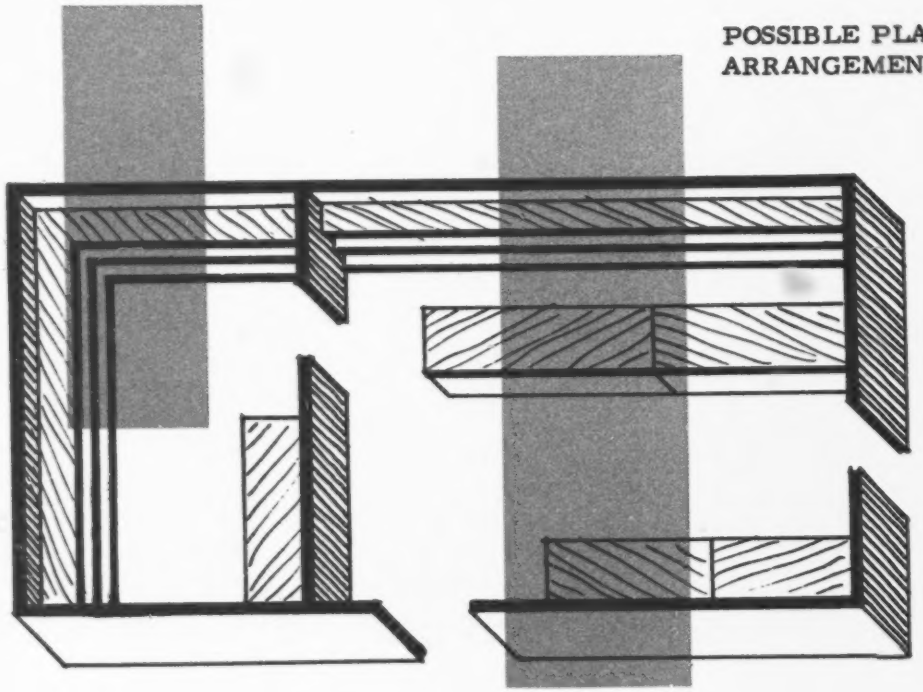
OPERATING THE SCHOOL STORE



THE MAJOR SCHOOL STORE ACTIVITIES ARE:

Purchasing, receiving, checking, marking, stocking, and displaying school supplies
Selling merchandise
Keeping records and unit control system
Operating cash register and making change
Using related machines





POSSIBLE PLAN ARRANGEMENTS

The school store provides an opportunity for both coordinator and students to study various distributive principles under realistic conditions. In addition to fulfilling its primary purpose--that of serving the students--the store also serves as a training area in which the distributive education students may apply the basic theories of salesmanship, advertising, and display. For this reason, the store should be located directly adjacent to the classroom.

The store also provides an excellent opportunity for the Distributive Education students to earn money (a share of the profits) for conducting such activities as student clubs and field trips. Through this means, the store operates as part of the entire school and continues to serve those for whom it was intended.

The drawings (left) illustrate two layout plans that should serve as examples. Space for storage should be provided and be easily accessible.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE ESSENTIAL FOR EFFICIENT AND EFFECTIVE SCHOOL STORE OPERATION:

Facilities

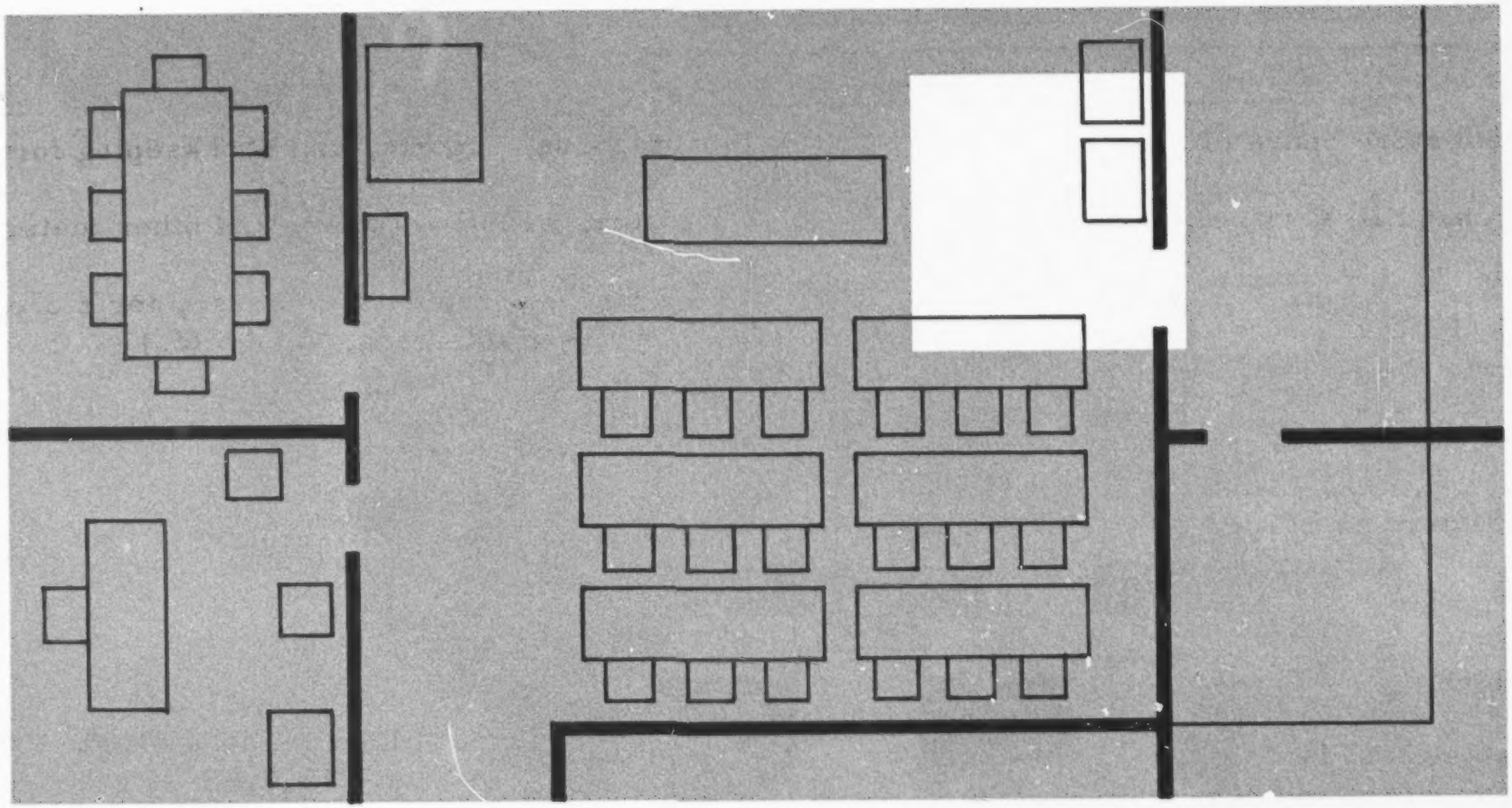
- space for school store operation
- space for merchandise storage

Equipment

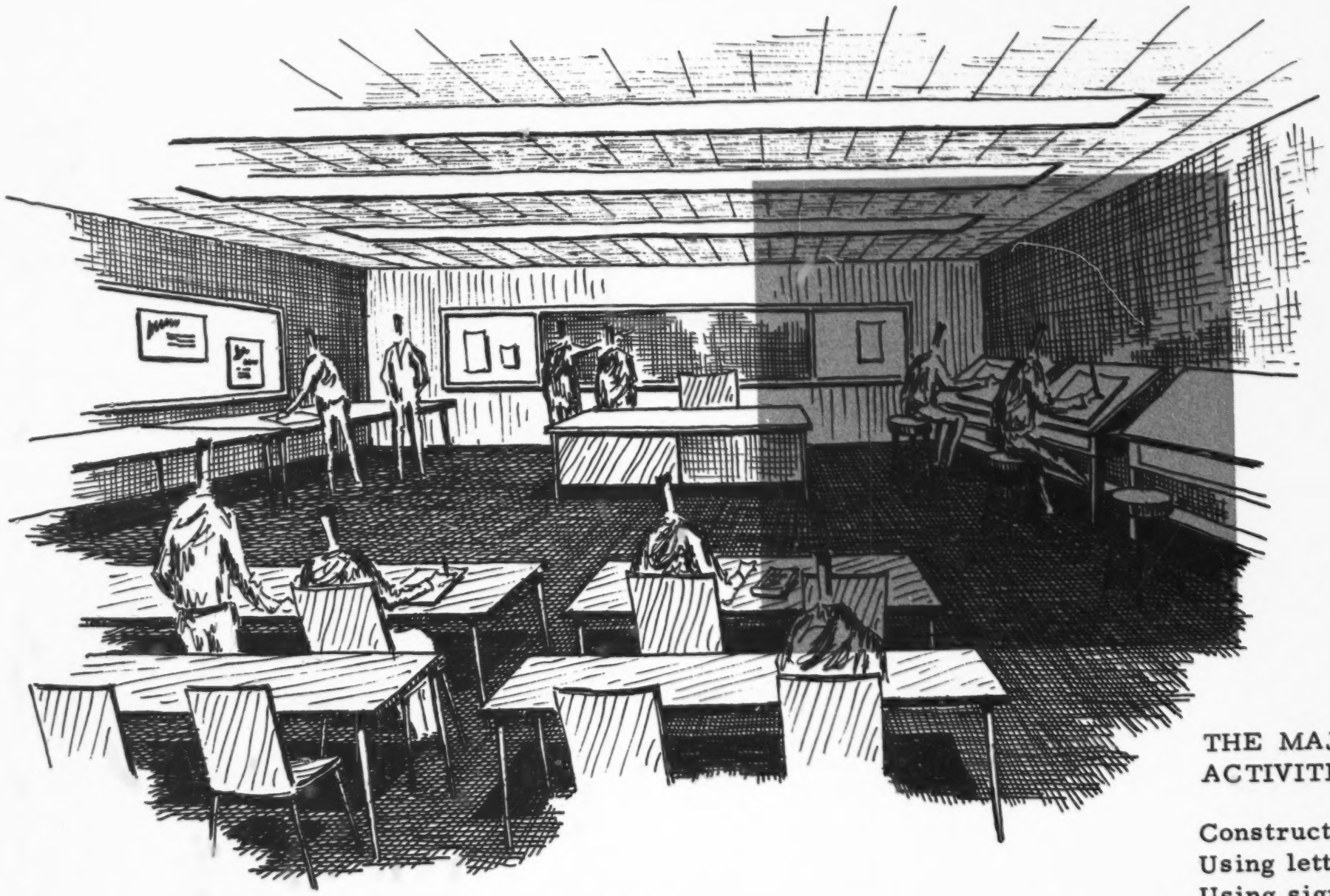
- 2 showcases
- 2 wall units
- shelves and counters as needed
- cash register
- safe or strong box
- tackboards and pegboards
- accessories for above display equipment
- 2 large wastebaskets

Supplies

- merchandise (school supplies)
- records, reports, and bookkeeping forms
- bags, wrapping paper, and other materials
- additional supplies necessary for store operation (signs, tags, etc.)



PREPARING SHOW CARDS

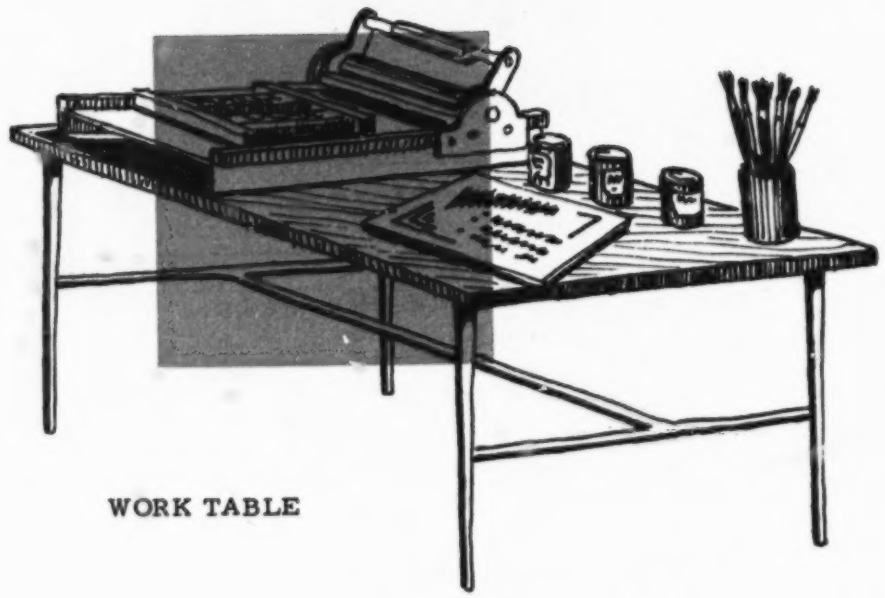


THE MAJOR SHOW CARD ACTIVITIES ARE:

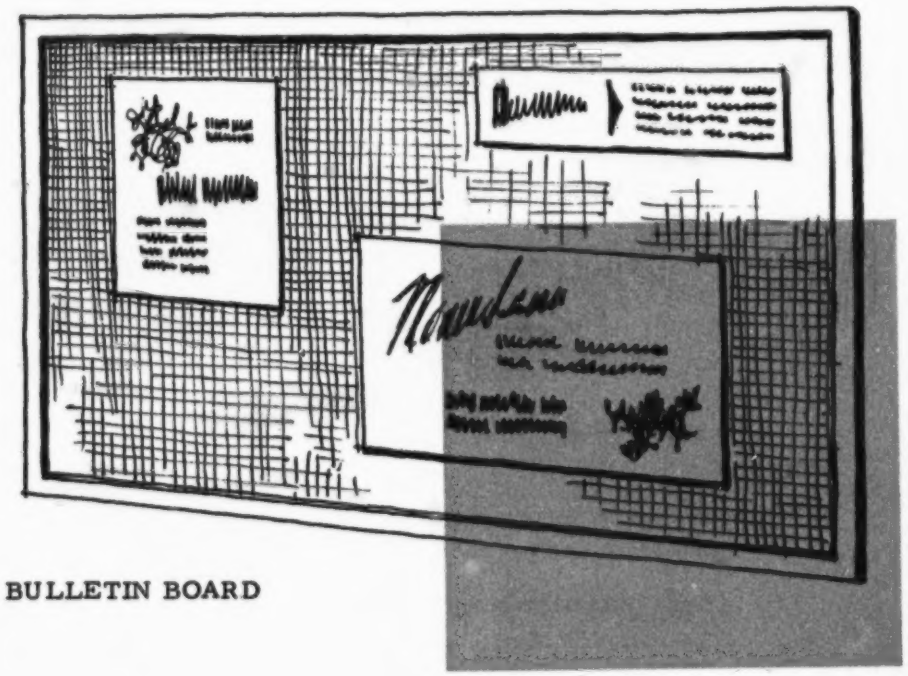
Constructing signs freehand
Using lettering stencils
Using sign making machines
Creating special signs for certain displays and/or events
Analyzing and evaluating prepared signs

The activity of preparing show cards provides the students an opportunity to study the physical and psychological appearances of show cards and/or signs. While the students are preparing the signs, they will be applying the principles presented during their class discussions. This practice reinforces learning and retention.

As shown on the previous page, a few students are working at the art desks. In addition to this area of activity, the remainder of the class could be: (1) working with the equipment at the large folding tables, or (2) planning other projects at their individual tables.



WORK TABLE



BULLETIN BOARD

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE NECESSARY FOR THE PREPARATION OF SHOW CARDS:

Facilities

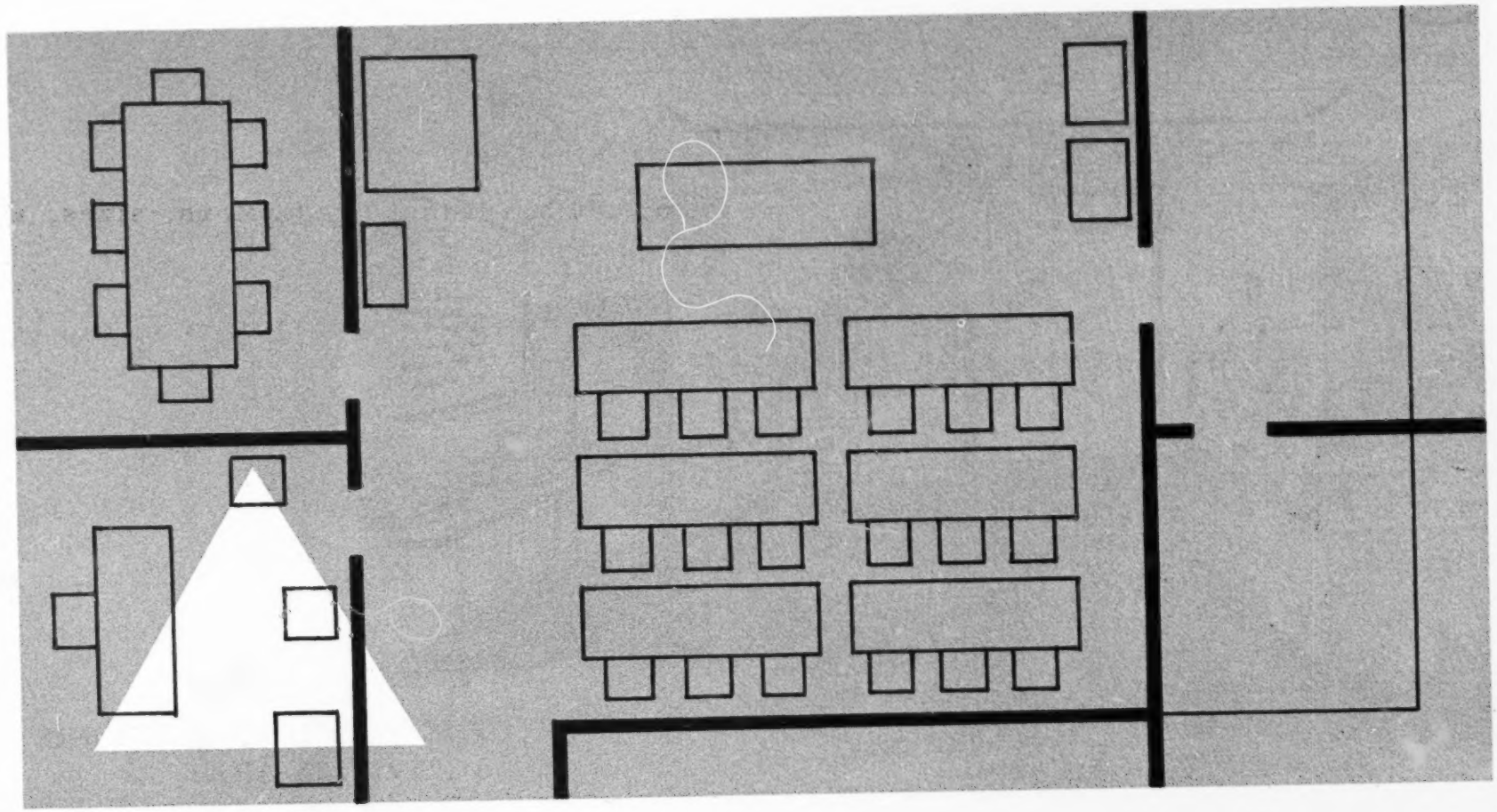
- space for 3 or 4 art desks
- space for equipment and supply storage
- counter space for machines and supplies

Equipment

- 3 or 4 art desks and stools
- 2 folding tables
- cutting equipment
  - paper cutter
  - scissors
  - straight edge
- cabinet with sink
- bulletin boards for show cards
- sign painting machine

Supplies

- poster board (assorted colors, sizes, and weights)
- painting and lettering brushes
- stencil and letter outlines
- spray paint
- felt pens
- cleaning fluid

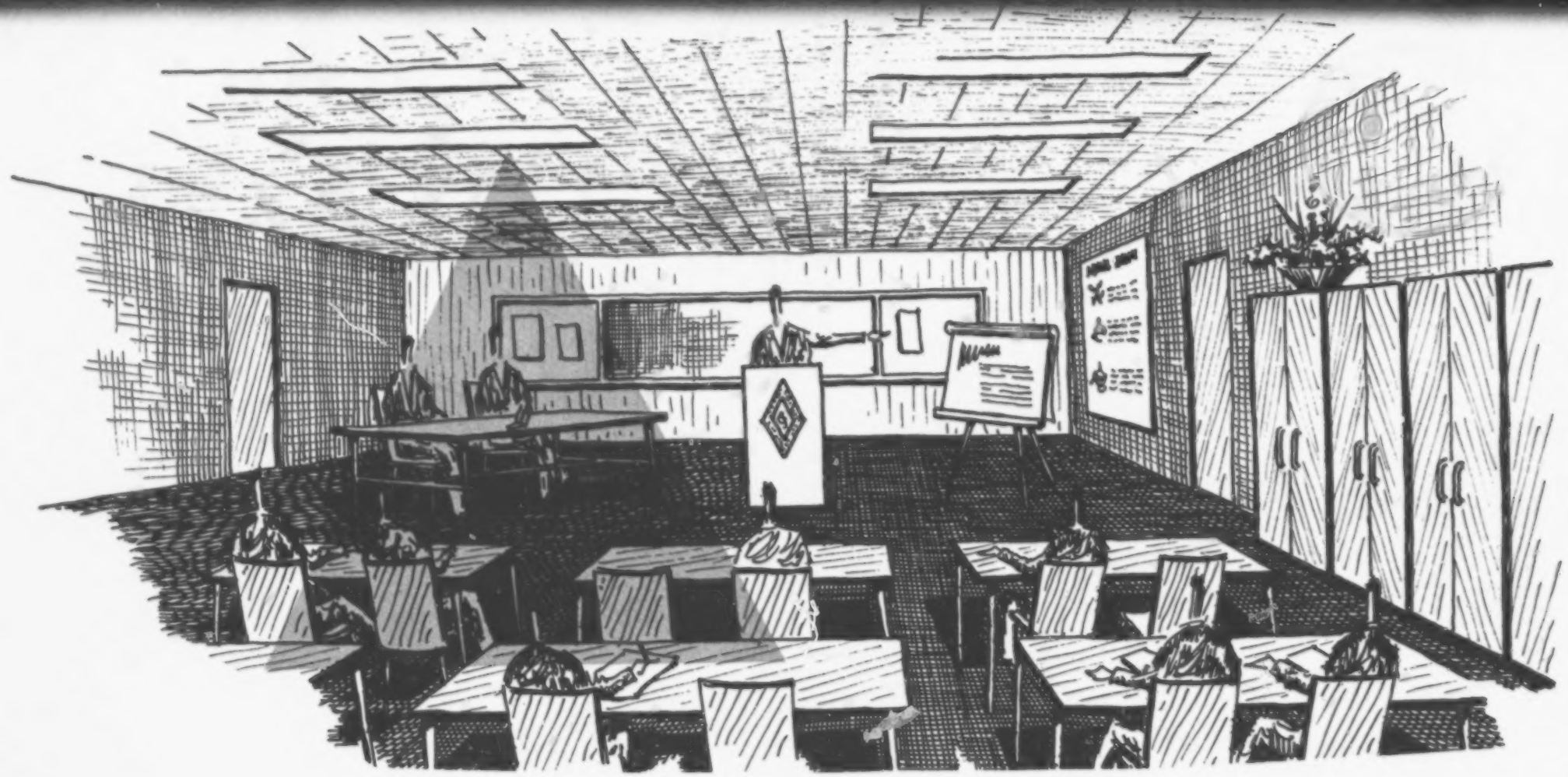


COUNSELING STUDENTS

ROLE-PLAYING JOB
INTERVIEWS

THE MAJOR COUNSELING
ACTIVITIES ARE:

Individual counseling
Preparing for employment
Conducting pseudo-employment interviews
Viewing films
Studying career books, pamphlets and brochures
Writing letters and personal data sheets
Listening to speakers



The counseling of distributive education students is a responsibility of utmost importance to the teacher-coordinator. Because the students must have stated career objectives for legal program reimbursement, it is imperative that they receive occupational counseling complementary to their career plans. To fulfill this obligation, the teacher-coordinator must have access to a private office.

In addition to the individual counseling situations, necessitating the private office, there may be times when guest speakers would be invited to speak to the class. At this time, the general classroom space would be used as a group counseling area. If the students are expected to select an occupational field of interest, they have a right to expect counseling that will assist them with that decision.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE NECESSARY FOR THE COORDINATOR TO EFFECTIVELY CONDUCT THIS ACTIVITY:

Facilities

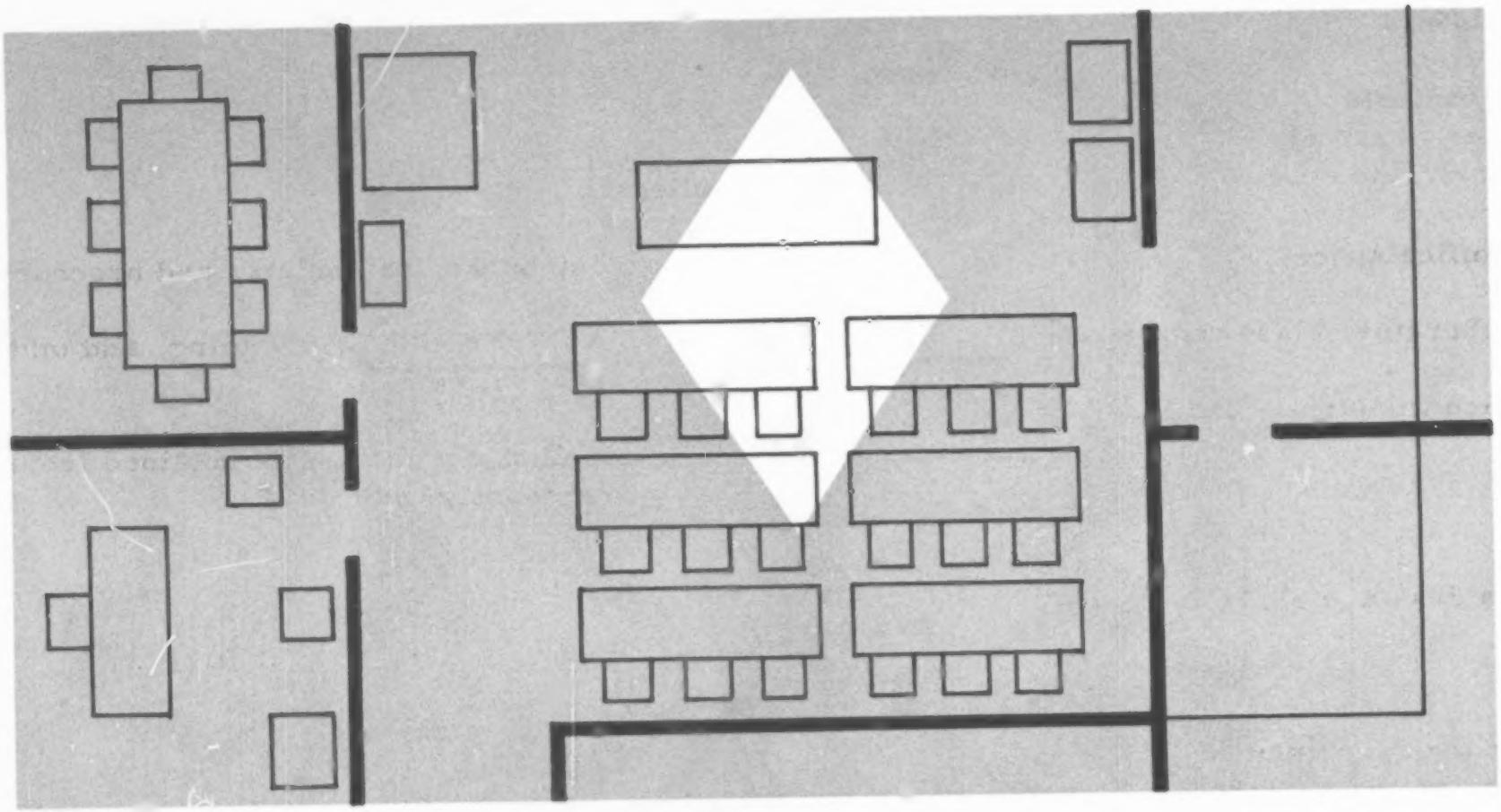
- coordinator's office space
- conventional laboratory classroom space
- conference space (materials and reference area)

Equipment

- 1 coordinator's desk and chair
- 3 guest chairs
- 1 table or desk for secretary
- 2 file cabinets
- 1 bookcase
- 1 bulletin board
- shelves and brochure display racks
- necessary audio-visual equipment
- 1 wastebasket

Supplies

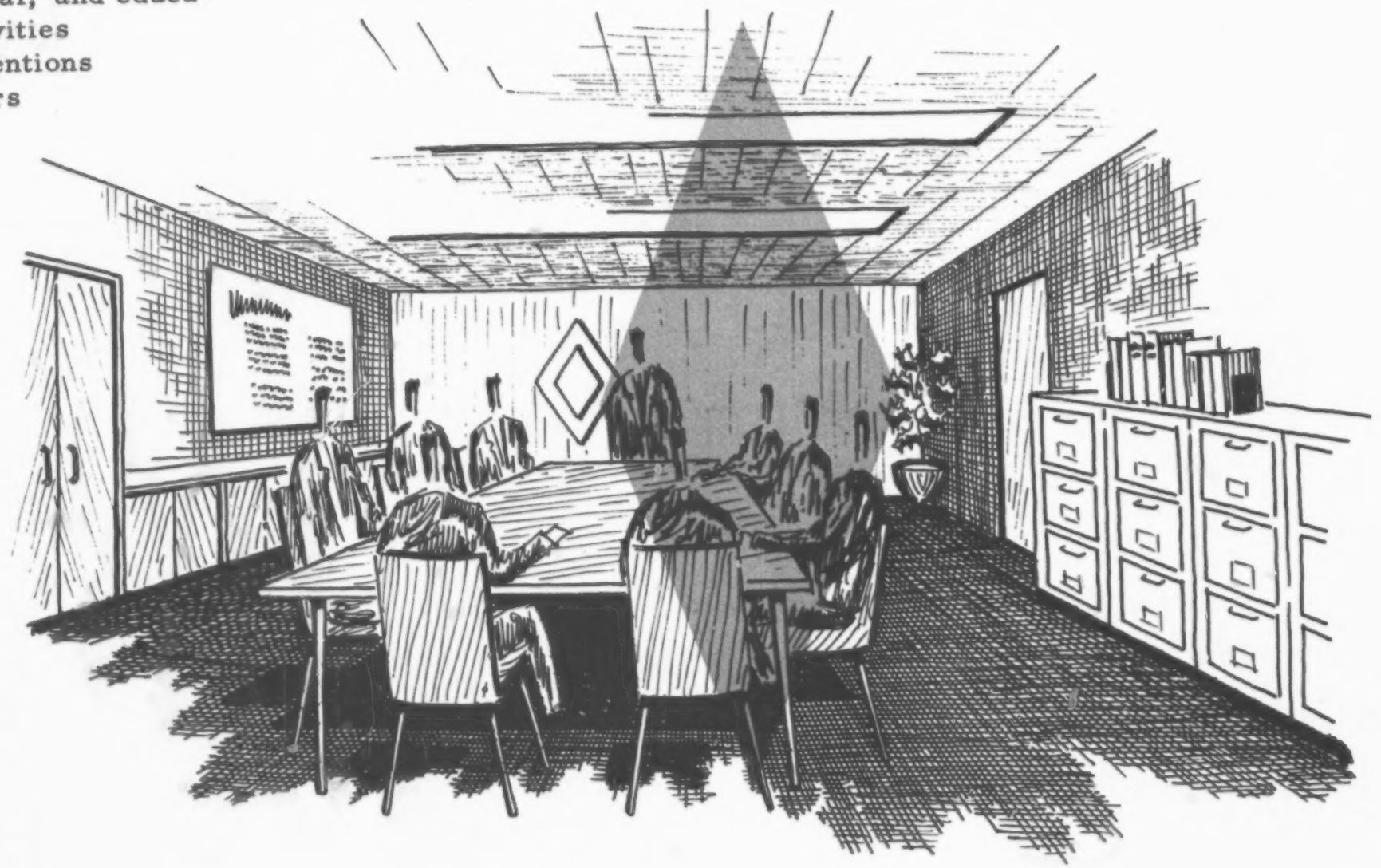
- career books, pamphlets, and brochures
- working permits, withholding, and other legal forms
- miscellaneous materials obtained from local community



CONDUCTING STUDENT CLUB ACTIVITIES

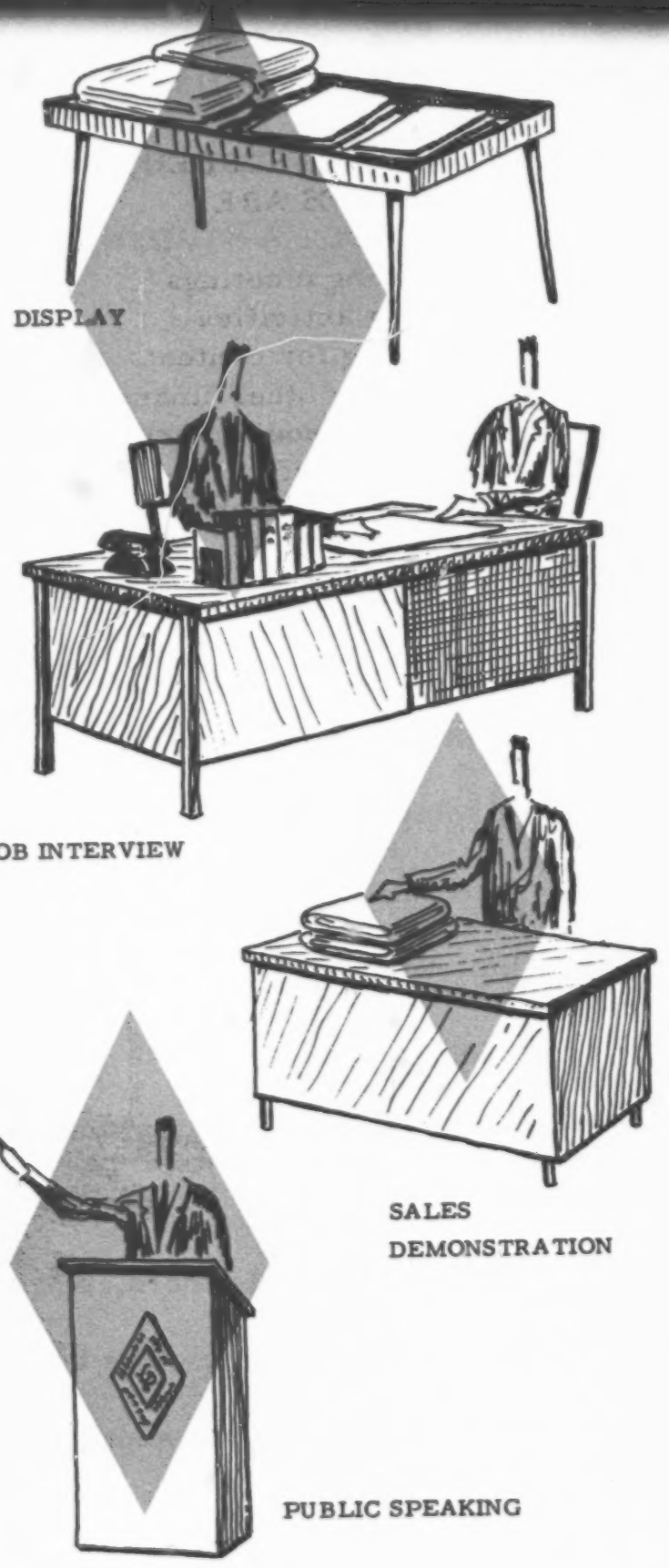
THE MAJOR STUDENT CLUB ACTIVITIES ARE:

Conducting meetings
Planning activities
Preparing for contests
Conducting other financial, civic, social, and educational activities
Attending conventions
Electing officers



Distributive education student clubs have proven to be an essential ingredient for any progressive distributive education program. It is through the experiences provided by this club that the students receive recreation and training complementary to their occupational goals. The club in general is designed to develop the abilities and attitudes of the participating students.

The national organization, Distributive Education Clubs of America (DECA), serves as the unifying group for all the state and local chapters. The various contests and award programs (right) offer a challenge to every club and provide educational experiences for nearly every member. As shown on the left, the formal club meetings could be held in the classroom area along with some of the project presentations.



DISPLAY

JOB INTERVIEW

SALES DEMONSTRATION

PUBLIC SPEAKING

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE RECOMMENDED TO SUCCESSFULLY CONDUCT A STUDENT CLUB:

Facilities

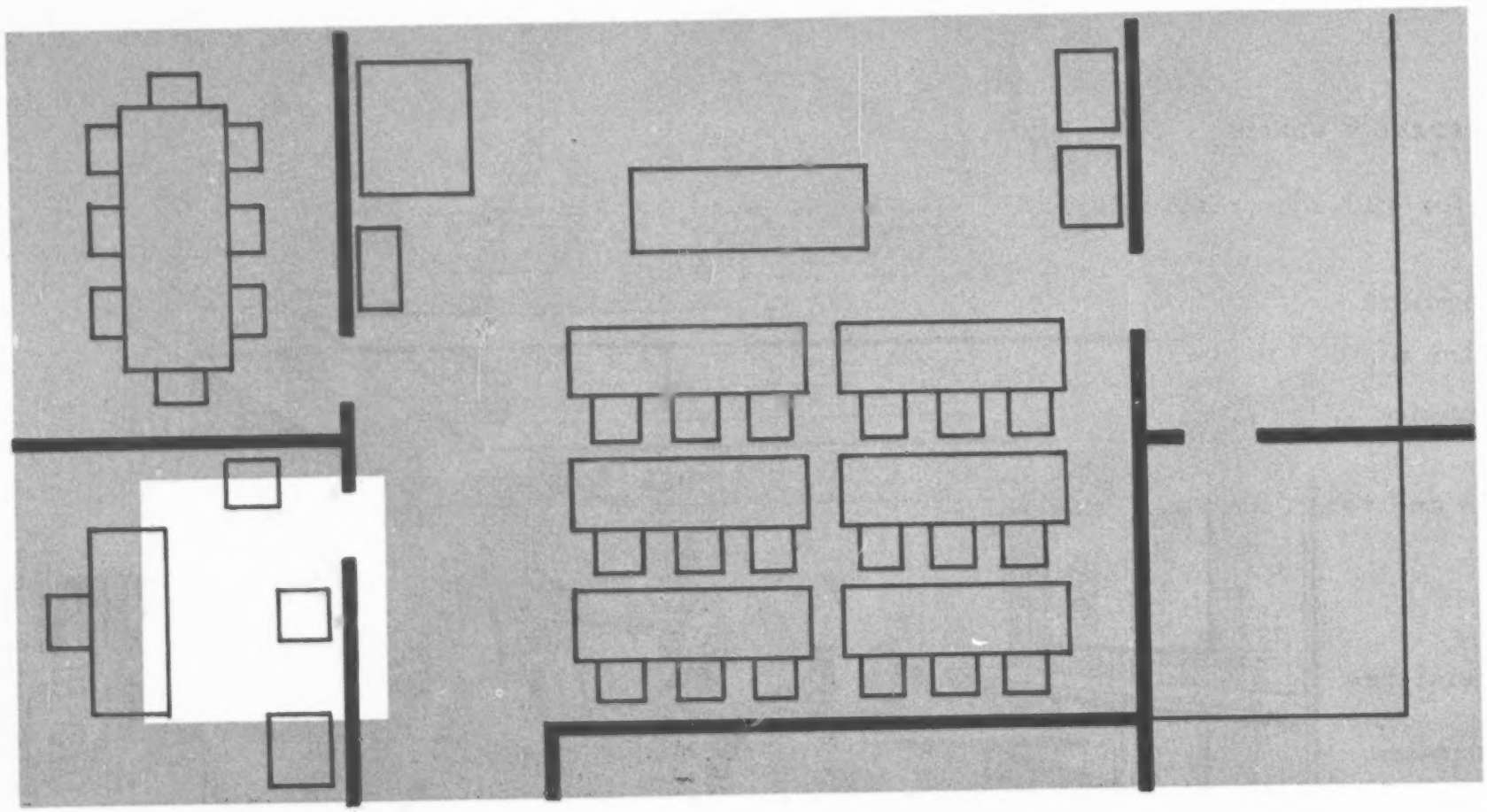
- laboratory-classroom space
- storage space for club materials

Equipment

- tables and chairs for 30 students
- 1 shadow box
- display shelves and racks for club projects
- 1 lectern
- bulletin board
- 1 post card duplicator
- 1 file cabinet or metal storage cabinet

Supplies

- club emblems, banners, and supplies
- parliamentary procedure book
- other miscellaneous supplies (paper, post cards, etc.)



RECEIVING & CONTACTING PUBLIC

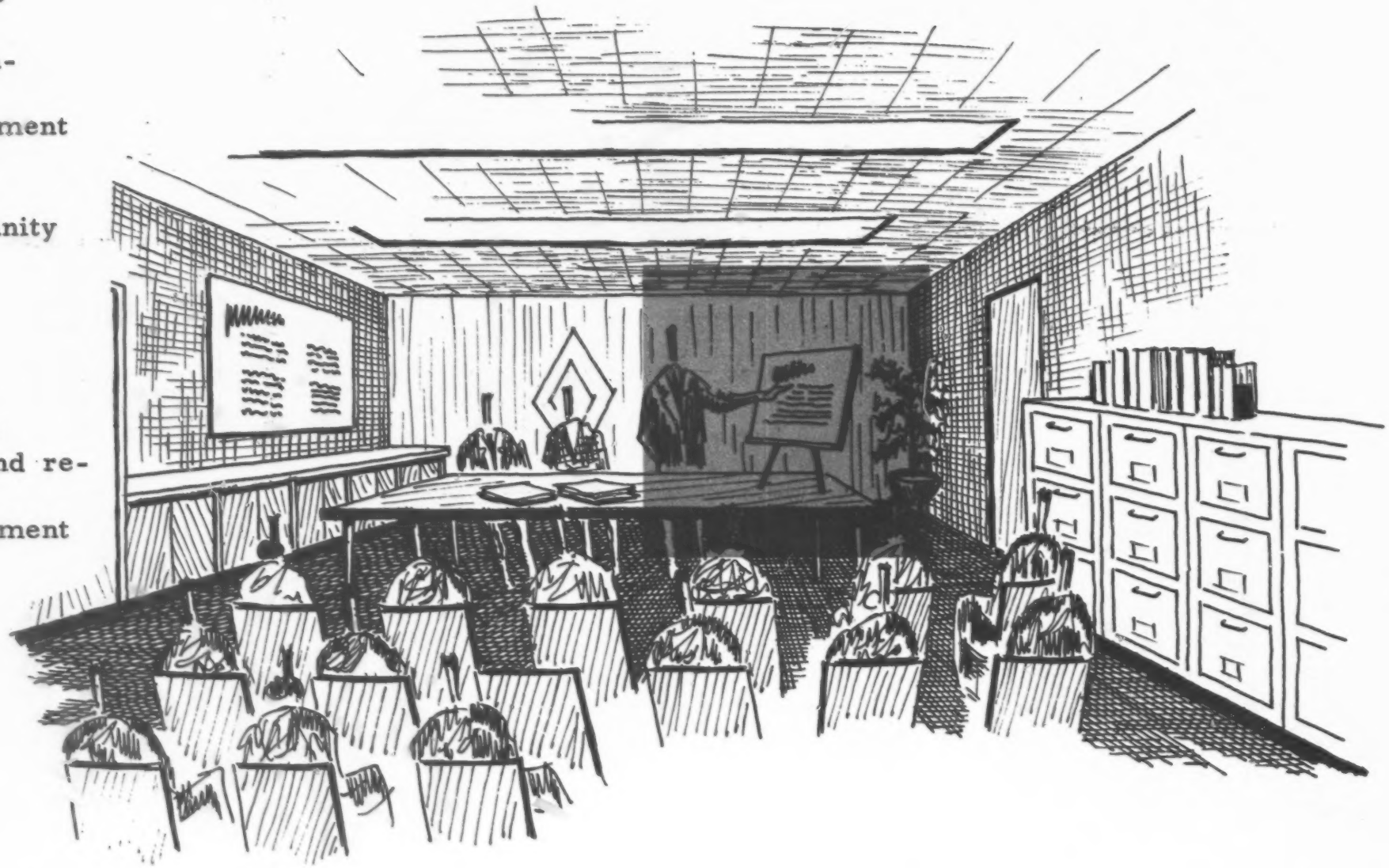
THE MAJOR PUBLIC CONTACT ACTIVITIES ARE:

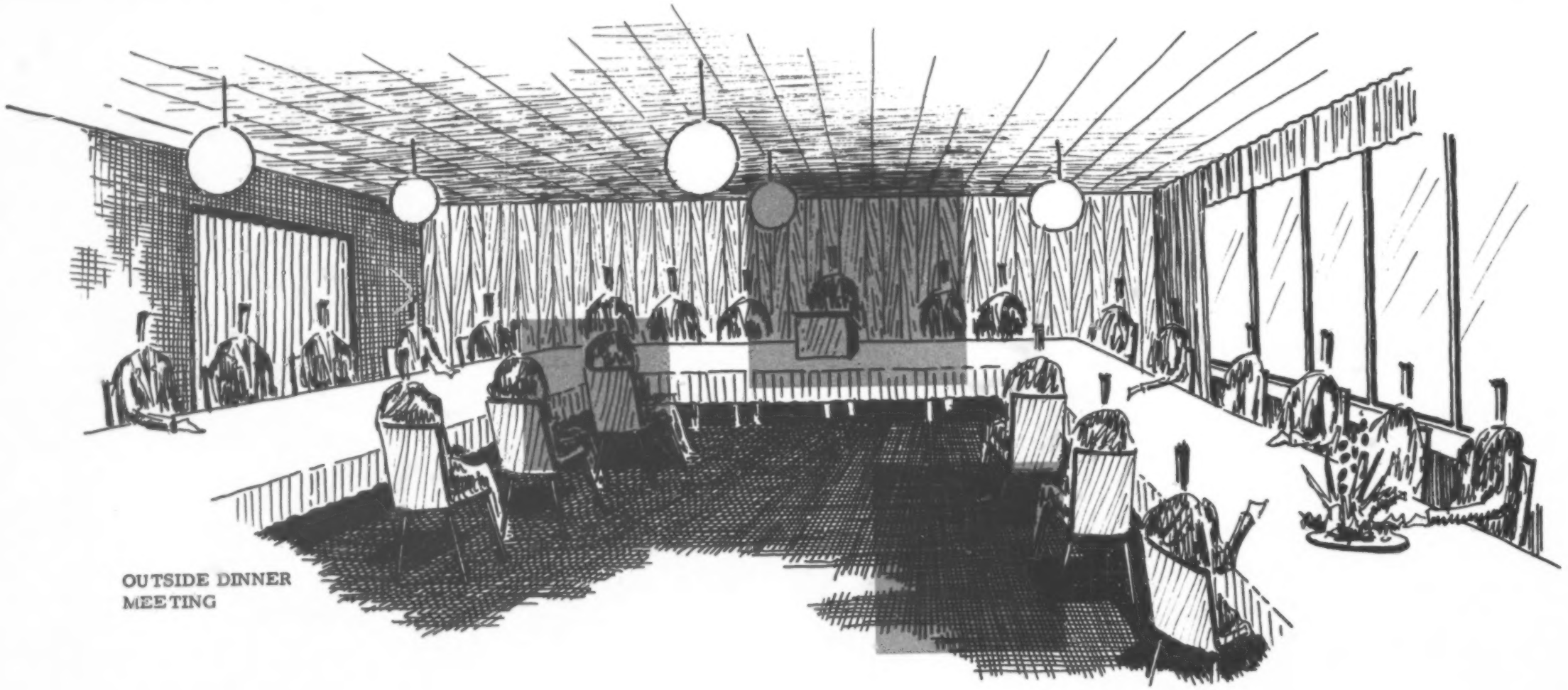
Working with in-school groups
- students
- teachers
- administrators
- counselors
- student government
- school employment committees
- other clubs

Working with community groups
- employers
- parents
- civic groups
- news media
- general public

Working with area and regional groups

Working with government agencies





OUTSIDE DINNER
MEETING

Public relations are the heart of every successful distributive education program. This contact must take place on many different levels with people in a variety of positions. The coordinator in fulfilling this responsibility should use every opportunity to tell the Distributive Education story. A group of parents (left) or a service club meeting (above) would be only two of the many possible avenues for public contact. The coordinator's office would again serve as the center for all of these activities in addition to providing space for individual and/or group conferences.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES SHOULD BE PROVIDED IN ORDER TO EFFECTIVELY RECEIVE AND CONTACT THE PUBLIC:

Facilities

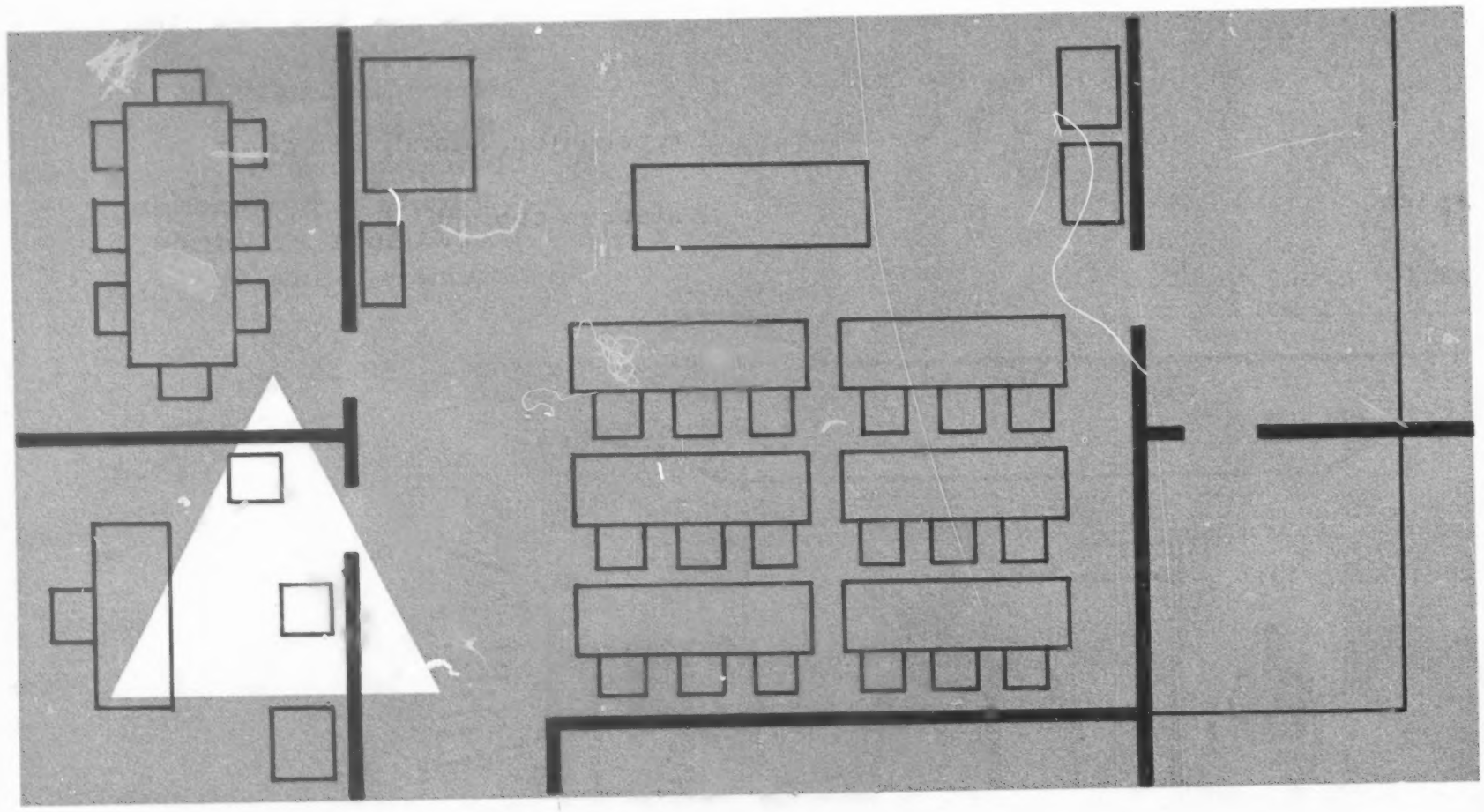
- private office space
- classroom space for group work

Equipment

- 1 coordinator's desk and chair
- 3 guest chairs
- 1 table or desk for secretary
- 2 file cabinets
- 1 bookcase
- 1 bulletin board
- 1 wastebasket
- 1 telephone
- book and pamphlet shelves
- 1 typewriter, stand, and chair
- 1 storage cabinet

Supplies

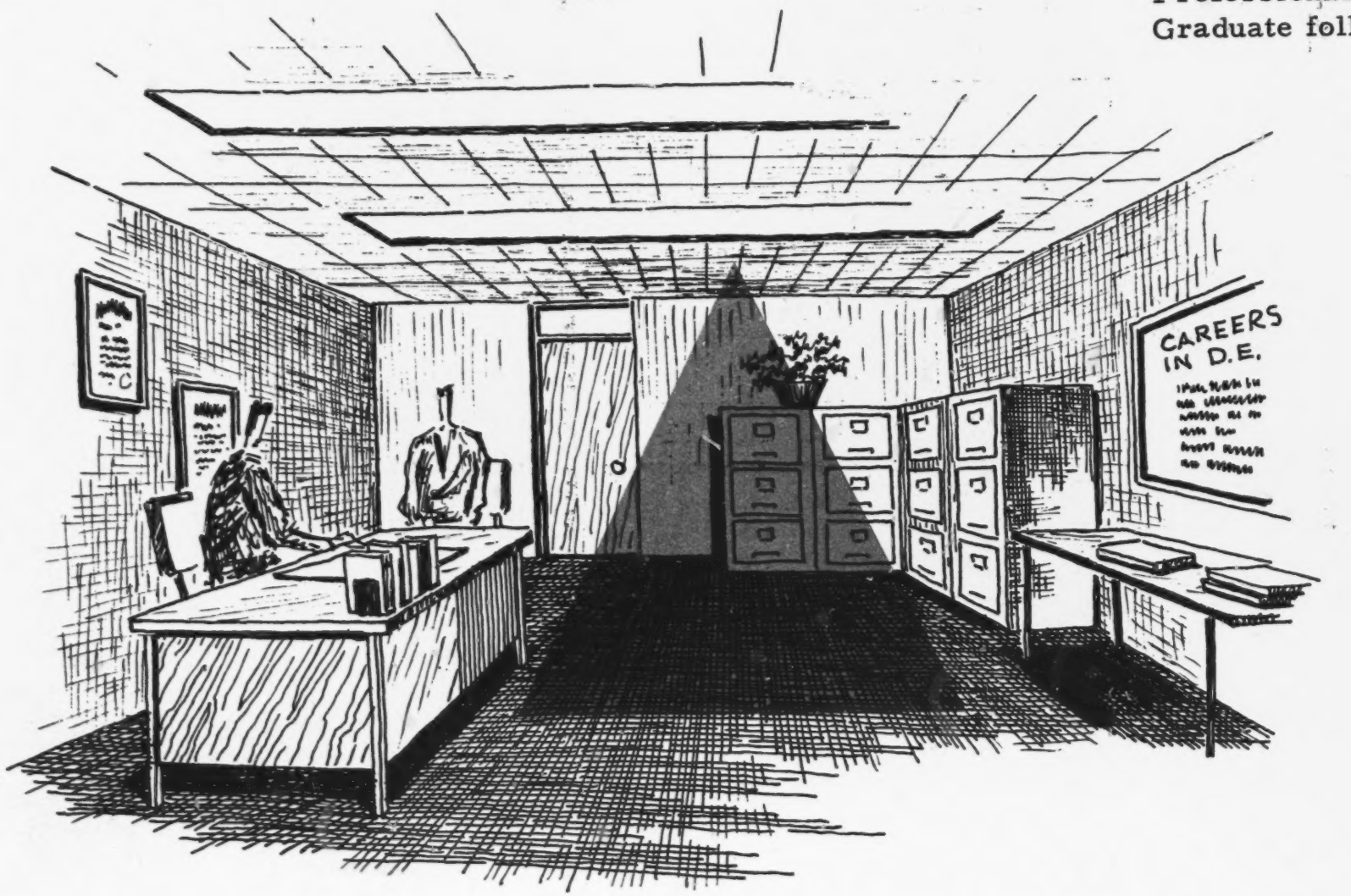
- business cards
- directories



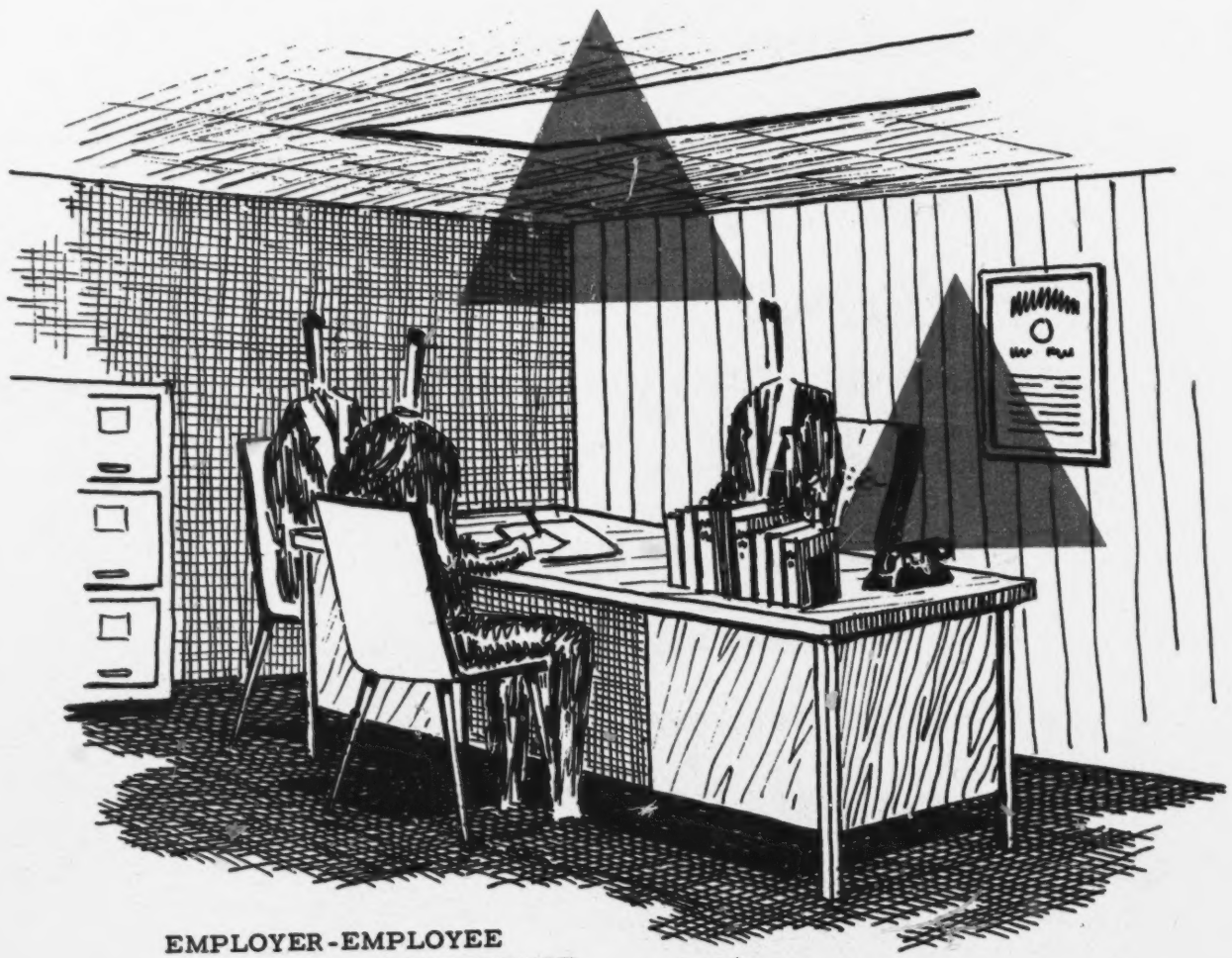
ADMINISTERING PROGRAM

THE MAJOR ADMINISTRATION ACTIVITIES ARE:

Planning
Supervision
Record keeping
Report writing
Student selection
Publicity and promotion
Professional activities
Graduate follow-up



Effective distributive education programs require a great deal of administration and control. For this reason, it is necessary for the teacher-coordinator to have adequate facilities and equipment to fulfill this task. In addition to the miscellaneous reports and records, the teacher-coordinator must maintain an accurate, up-to-date file of each student on the program. He also has the responsibility of selecting his students (left), supervising their cooperative work experiences (right), and making periodical follow-up studies of the graduates. It is evident, therefore, that there are many duties associated with the job that are not common to most teaching positions -- increasing the responsibility of the teacher-coordinator. If the success of this program lies with the coordinator, it is then the responsibility of the school to provide proper space and equipment for effective program administration.



EMPLOYER-EMPLOYEE
COORDINATOR CONFERENCE

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE NECESSARY FOR EFFECTIVE PROGRAM ADMINISTRATION:

Facilities

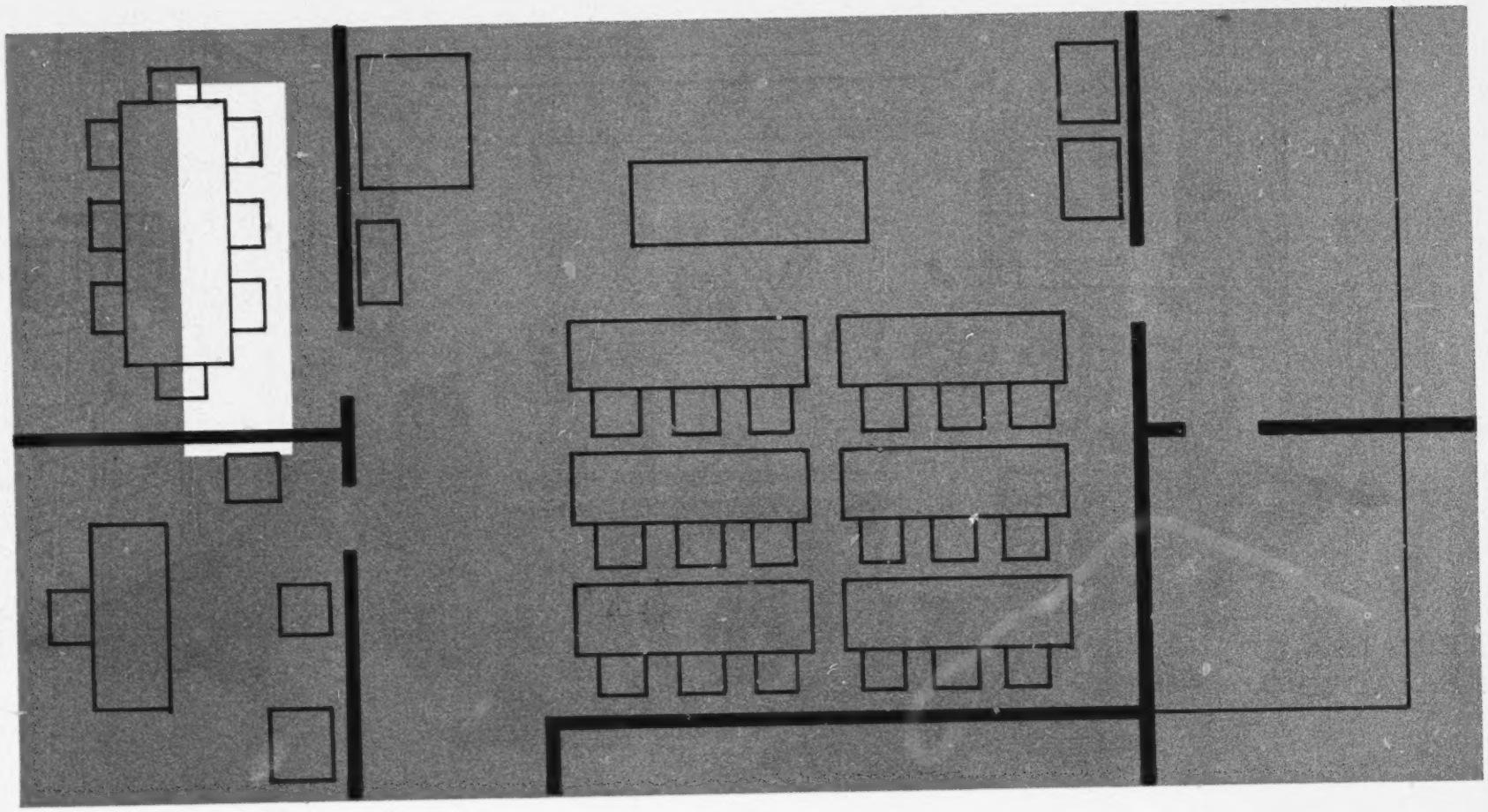
- coordinator's office space

Equipment

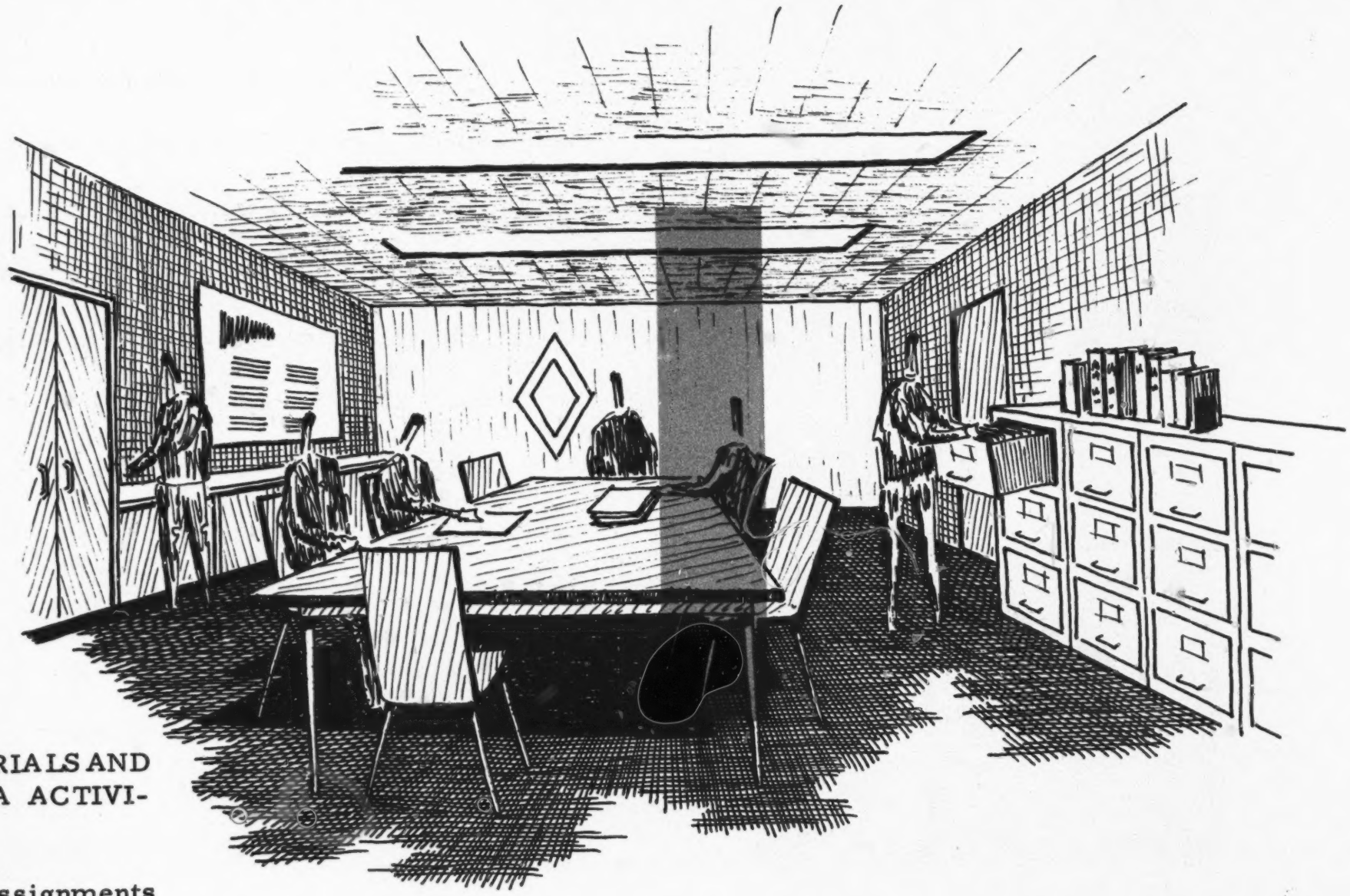
- 1 coordinator's desk and chair
- 3 guest chairs
- 1 table and/or desk for secretary
- 2 file cabinets
- 1 bookcase or book shelves
- 1 bulletin board
- 1 telephone
- 1 typewriter and stand
- 1 supply storage cabinet
- 1 wastebasket
- 1 copy machine

Supplies

- punch, stapler, and other supplies
- forms, records, etc.

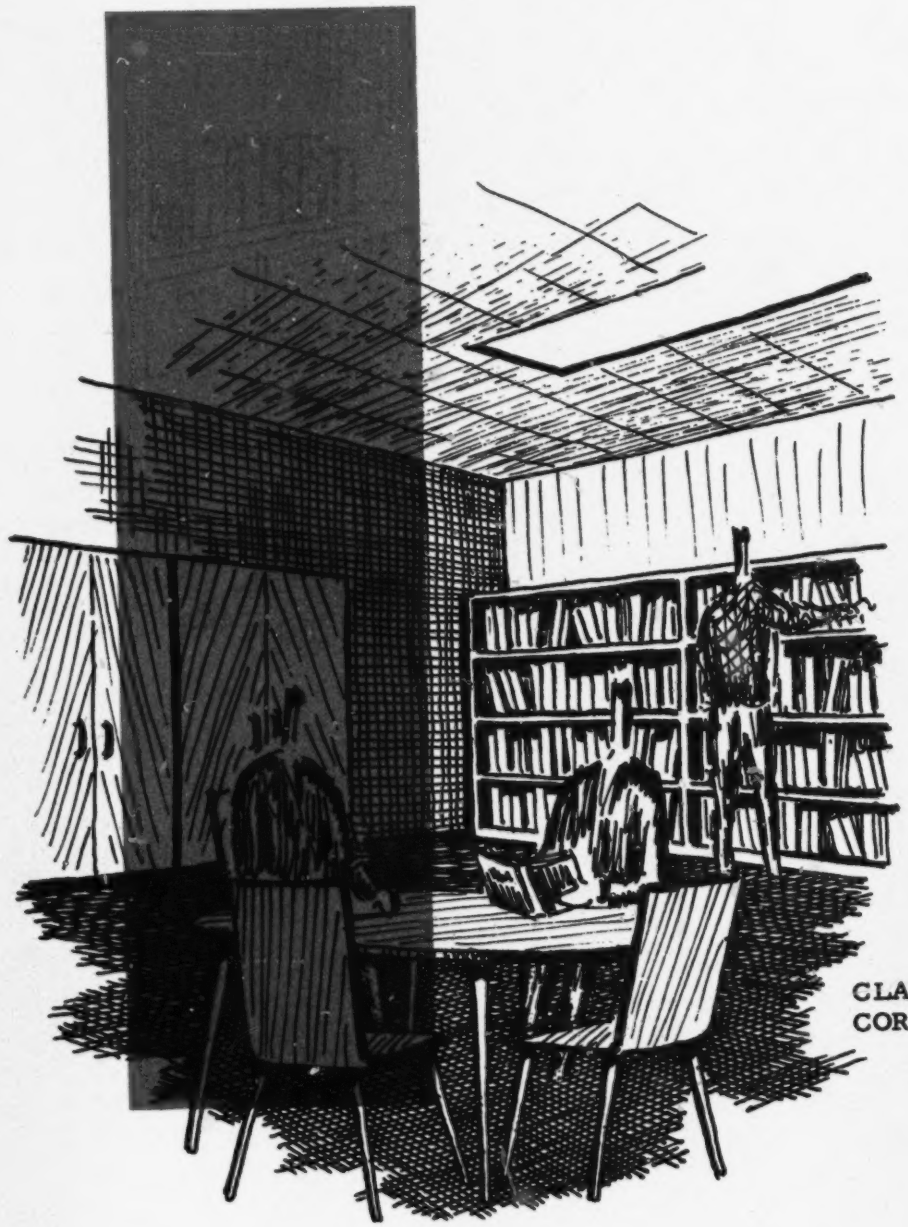


STUDYING IN THE MATERIALS & REFERENCE AREA



THE MAJOR MATERIALS AND REFERENCE AREA ACTIVITIES ARE:

Preparing project assignments
Individual study
Small group discussions
Panel preparation
Working with programmed materials
Conducting meetings and conferences
Working with audio-visual equipment



CLASSROOM REFERENCE CORNER

The materials and reference area should be an important aspect of every distributive education program. In this space, whether it be an individual room as shown on the far left or a specific corner of the classroom, students have an opportunity to perform a variety of activities. This area is especially important to the newly developed project method in which students work on individualized study projects. The reference materials should be closely related to the field of distribution, usually those not found in the school library. Both the students and the coordinator will find a well-equipped materials-reference area an invaluable source for project information and class discussions.

THE FOLLOWING FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ARE NECESSARY FOR A MATERIALS AND REFERENCE AREA:

Facilities

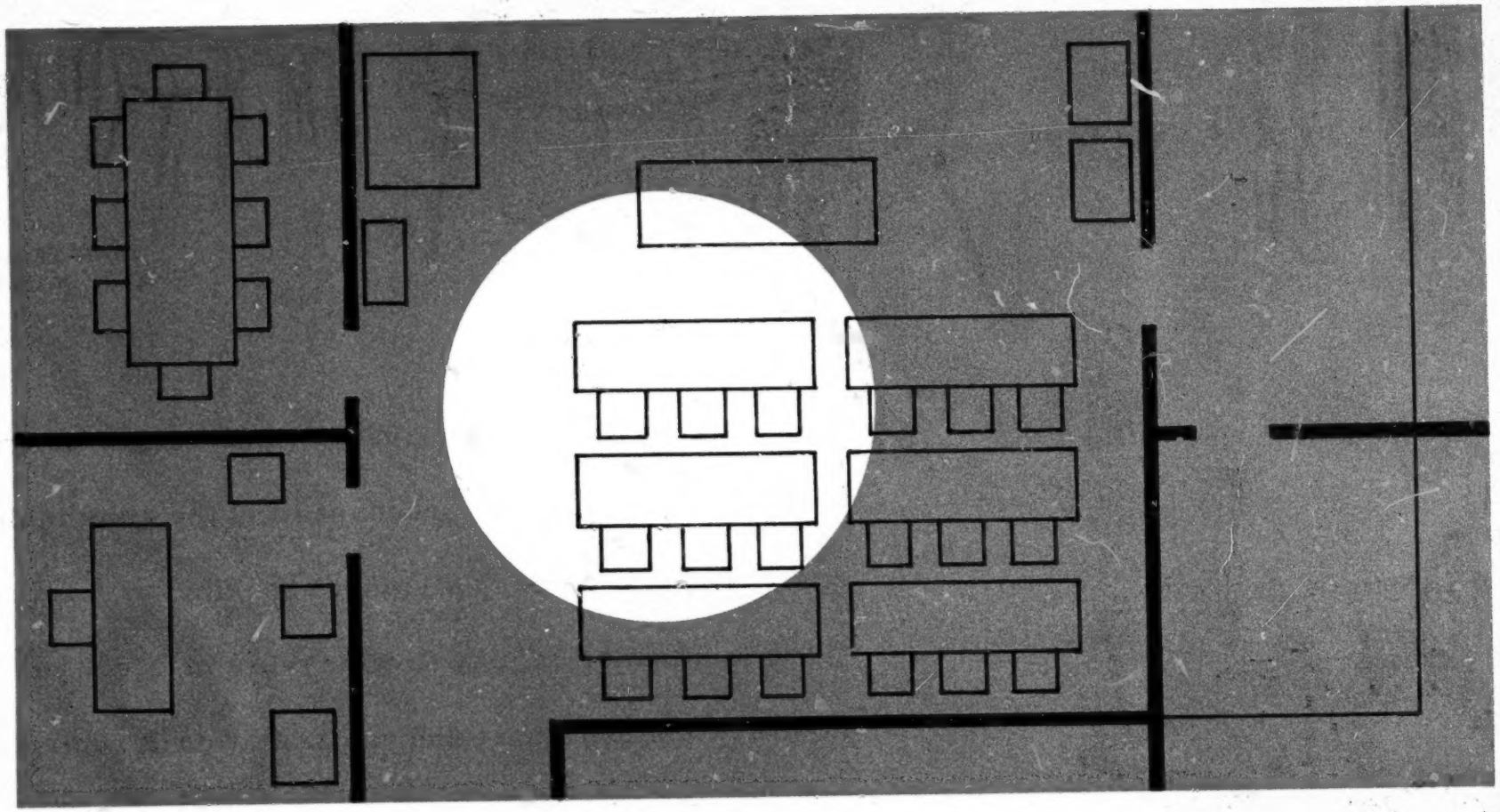
- space for a materials and reference area

Equipment

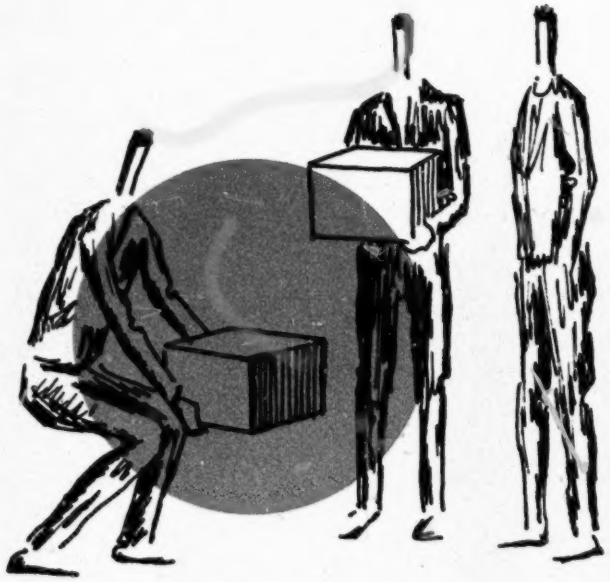
- 1 conference table with chairs
- 1 file cabinet
- 1 pamphlet and periodical display rack
- 2 bookcases
- reverse screen projector
- pegboards and tackboards

Supplies

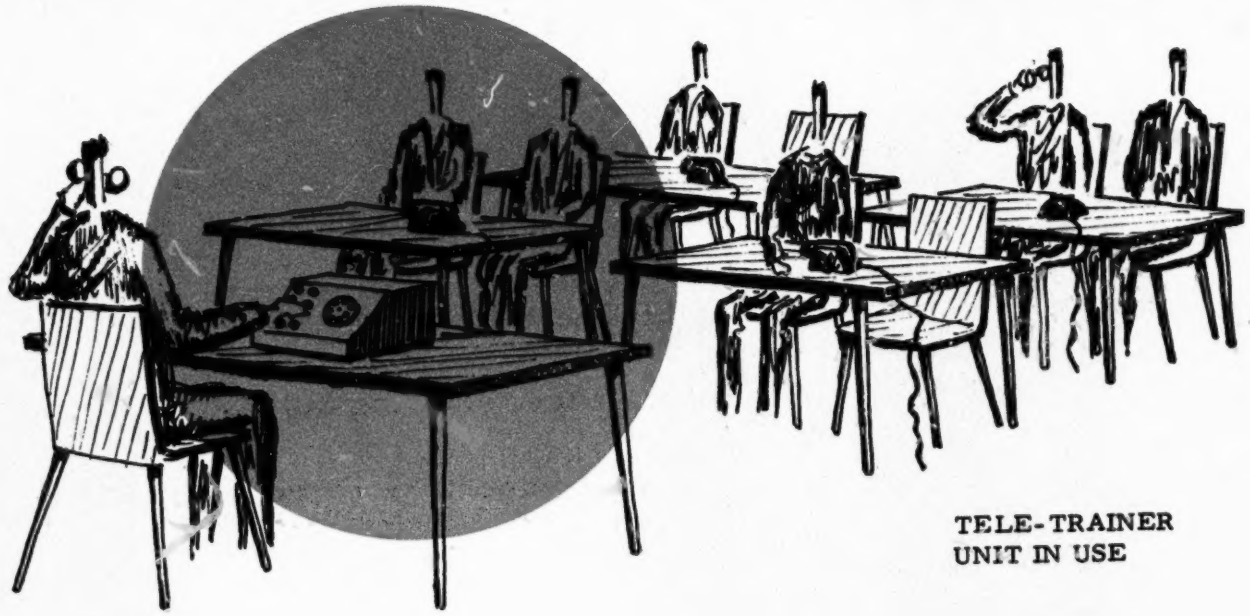
- assortment of appropriate trade publications and pamphlets
- reference books for student use



OTHER ACTIVITIES: communications
mathematics
safety



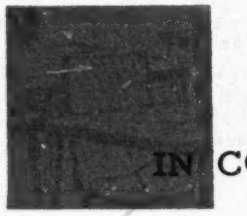
SAFETY
TECHNIQUES



TELE-TRAINER
UNIT IN USE

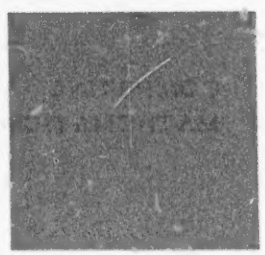
COMPUTING
MATHEMATICS

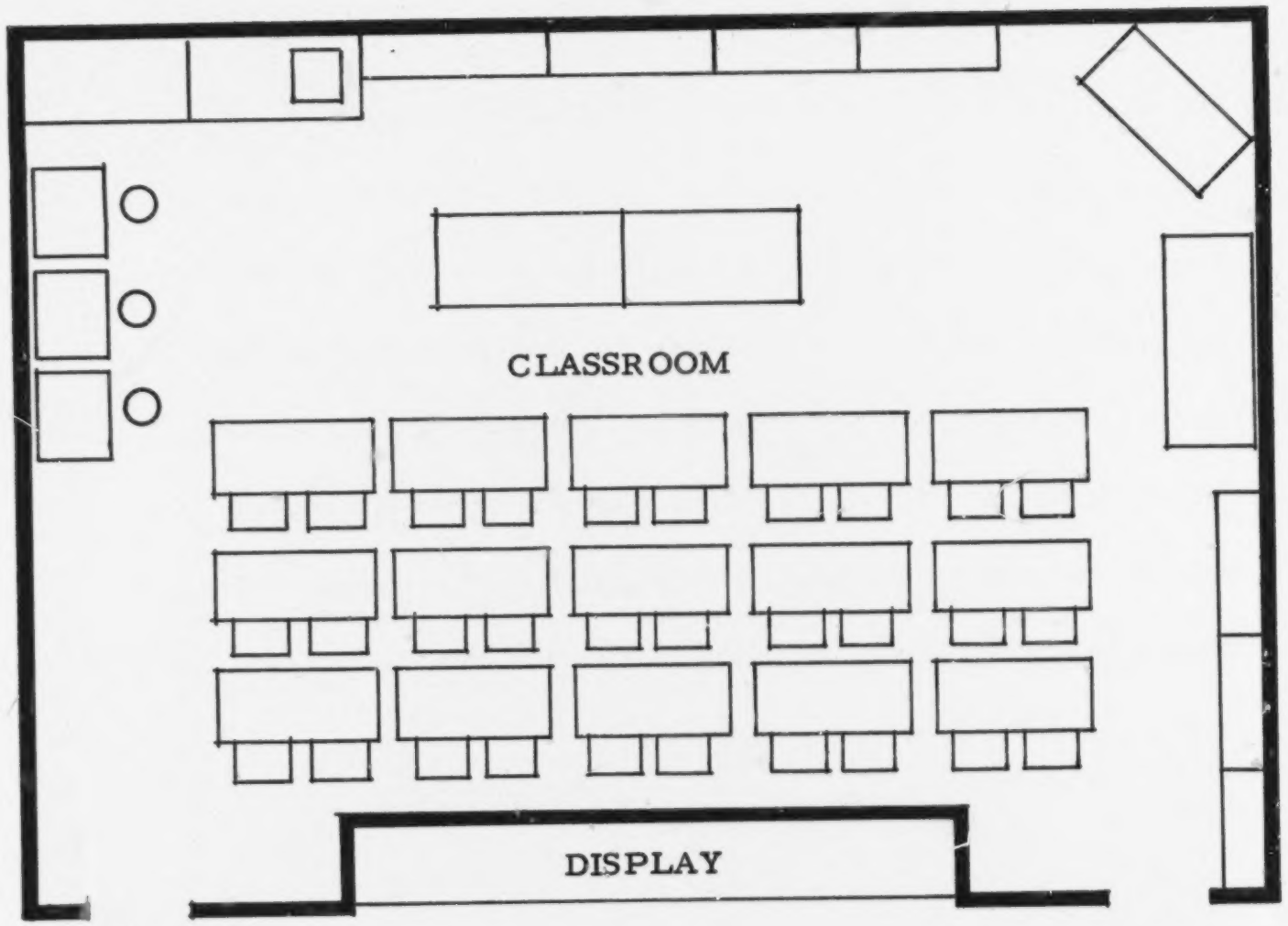
Basic skills as an area of instruction includes applying mathematical processes and the communication skills of reading, listening, speaking, and writing. Using mathematics may involve units of study in elementary computations and mathematics directly related to distribution, such as formulas to compute selling price, cost, and markup. Study in communications focuses on correct and effective speech and business report writing. Safety is also a factor which should be stressed in a progressive distributive education program.



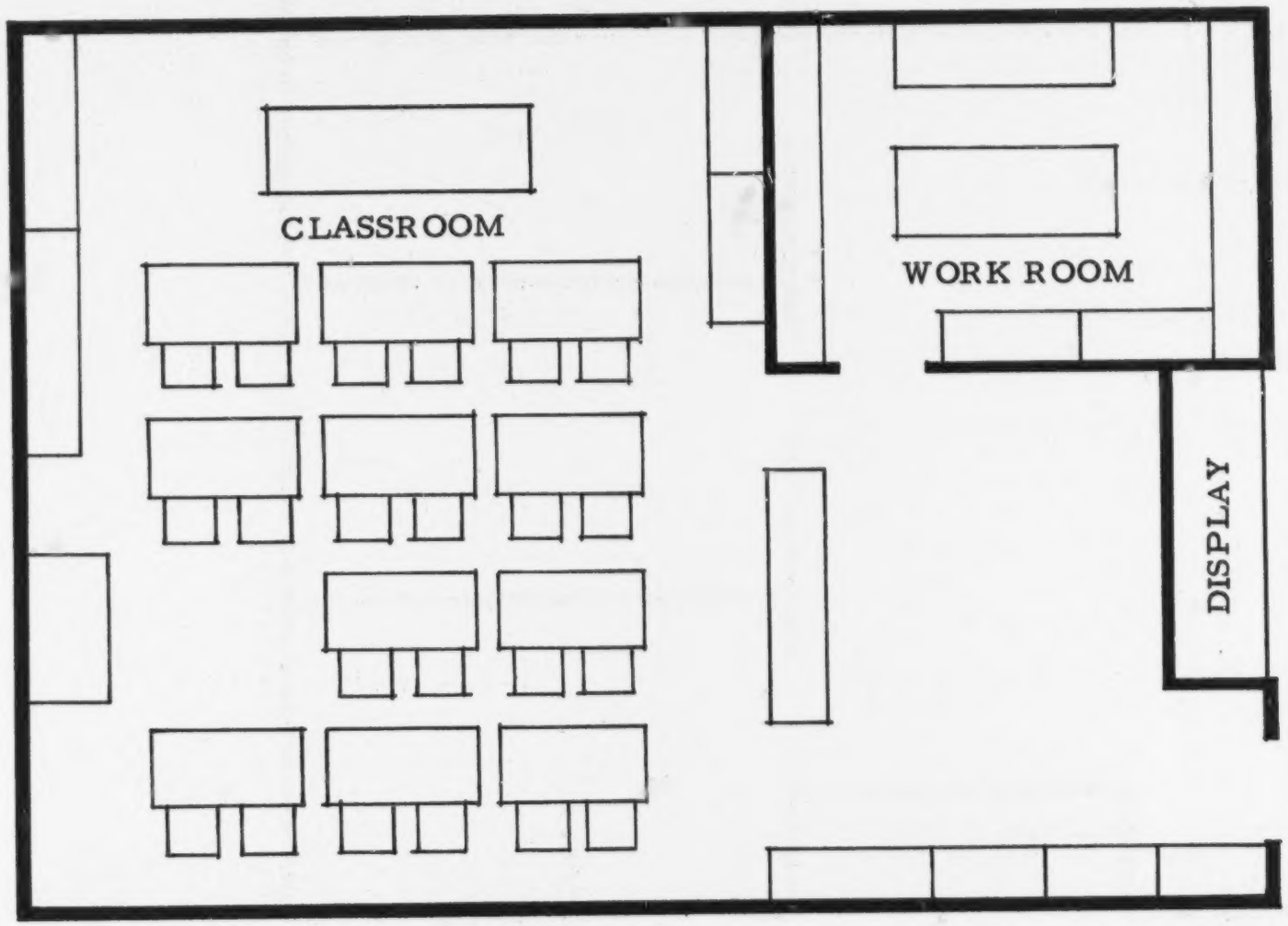
IN CONCLUSION, it is the hope of the writers that the booklet with its visualization of activities, showing both space and equipment, will be sufficient so that the distributive educators can develop the facilities necessary to meet the needs of their programs. For those desiring additional help in relating activities to space and its arrangement, the architects have put together some floor plans on the following pages. They start with a simple one-room layout to more complex designs. For those wanting a composite list of the suggested equipment, one has been prepared and is included in this section.

LAYOUTS & EQUIPMENT





1



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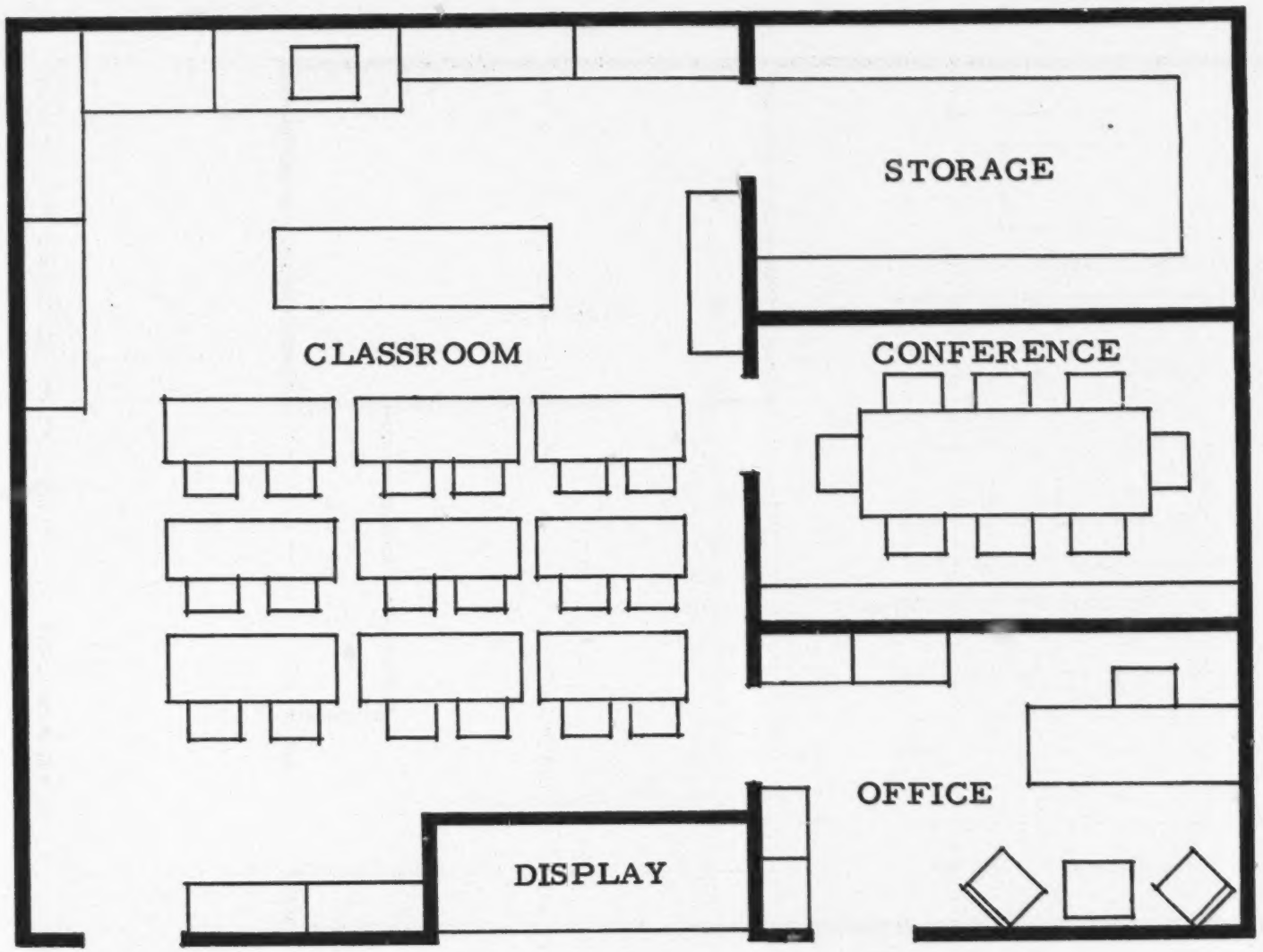

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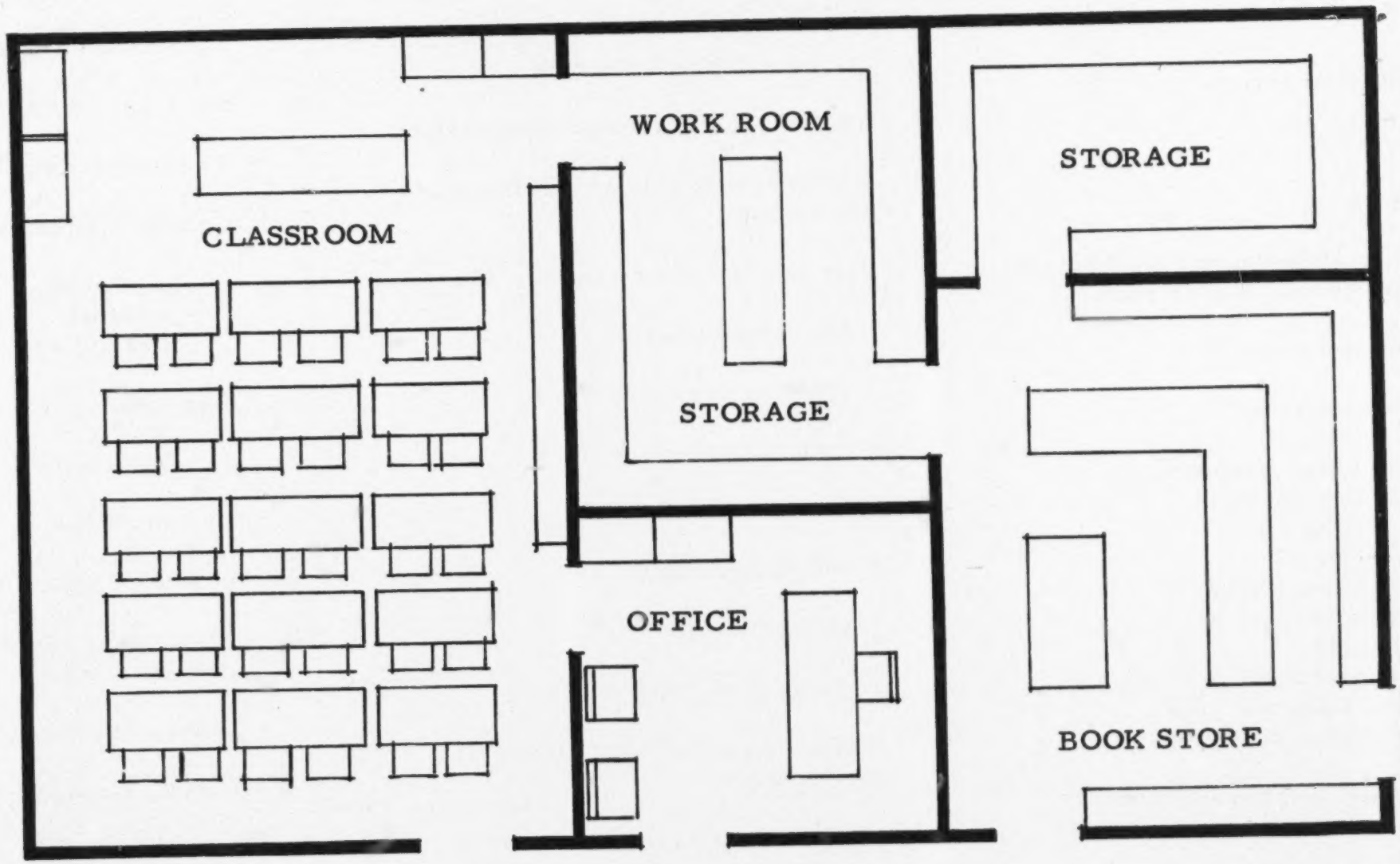

4

SUGGESTED EQUIPMENT LIST

Tables and chairs for 30 students

1 table and 1 chair for coordinator

1 lectern

1 room divider or screen

1 clock

2 wastebaskets

Pegboards, tackboards, and chalkboards for the various areas and/or rooms

Audio-visual equipment:

- overhead projector
- opaque projector
- 8mm and 16mm projector
- 35mm slide projector
- screen built-in
- flannel board
- easel for flannel board
- record player
- tape recorder
- dark window shades or drapes
- movie and slide camera
- reverse screen projector

2 - 4 floor units with full vertical flexibility

2 - 4 self-standing wall sections and parts and accessories

2 shadow box display cases

2 conventional display cases

1 simulated display window base

1 or more exterior showcases or display windows

Card and sign holders

Apparel forms - women's, children's, and men's

3 - 4 art desks and stools

2 folding tables (promotional tables)

1 cabinet with sink and chemical resistant top

File cabinets for classroom and office

1 full-length mirror

1 dressing area divider

1 cash register with money

1 checkout counter

1 tele-trainer unit

1 adding machine

1 credit card imprinter

1 storage cabinet with chemical resistant top

Measuring and weighing devices

1 microscope

1 magnifying glass

1 fire extinguisher

1 gas burner

Exhaust system

Individual pic glasses

1 addressing machine

1 marking machine

1 price marker

Shelving and counters as needed

1 safe or strong box

Cutting equipment:

- paper cutter
- scissors
- straight edge

Sign painting machine

1 coordinator's desk and chair

3 guest chairs

1 table or desk for secretary

3 bookcases for office and materials-reference area

2 magazine-brochure display racks

1 metal storage cabinet

1 post card duplicator

1 telephone

1 typewriter, stand, and chair

1 copy machine

1 conference table with chairs